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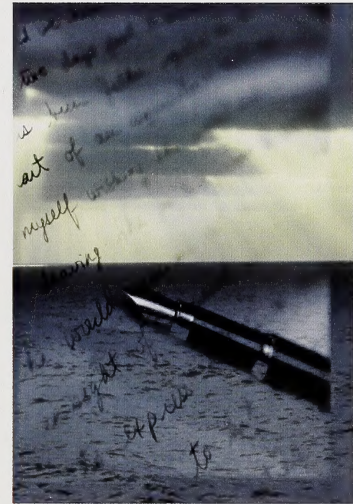
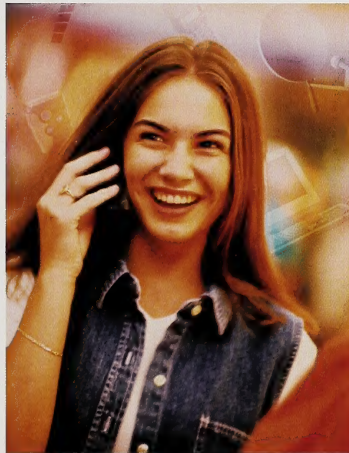


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# English Language Arts 8

## Module 6: Popular Culture



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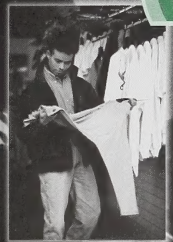
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# English Language Arts 8

## Module 6: Popular Culture



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Module 6: Popular Culture  
Student Module Booklet  
Learning Technologies Branch  
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# Welcome to Module 6

## of English Language Arts 8

Module 1 contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1, contact your teacher to obtain this important information. It is recommended that you work through the modules in order because the concepts and skills introduced in one module will be reinforced, extended, and applied in later modules.

### Module 1

Starting Points

### Module 2

Personal Focus

### Module 3

Trails to  
Adventure

### Module 4

Beneath the  
Ink

### Module 5

Technology in  
Our World

### Module 6

Popular Culture

### Module 7

Viewpoints

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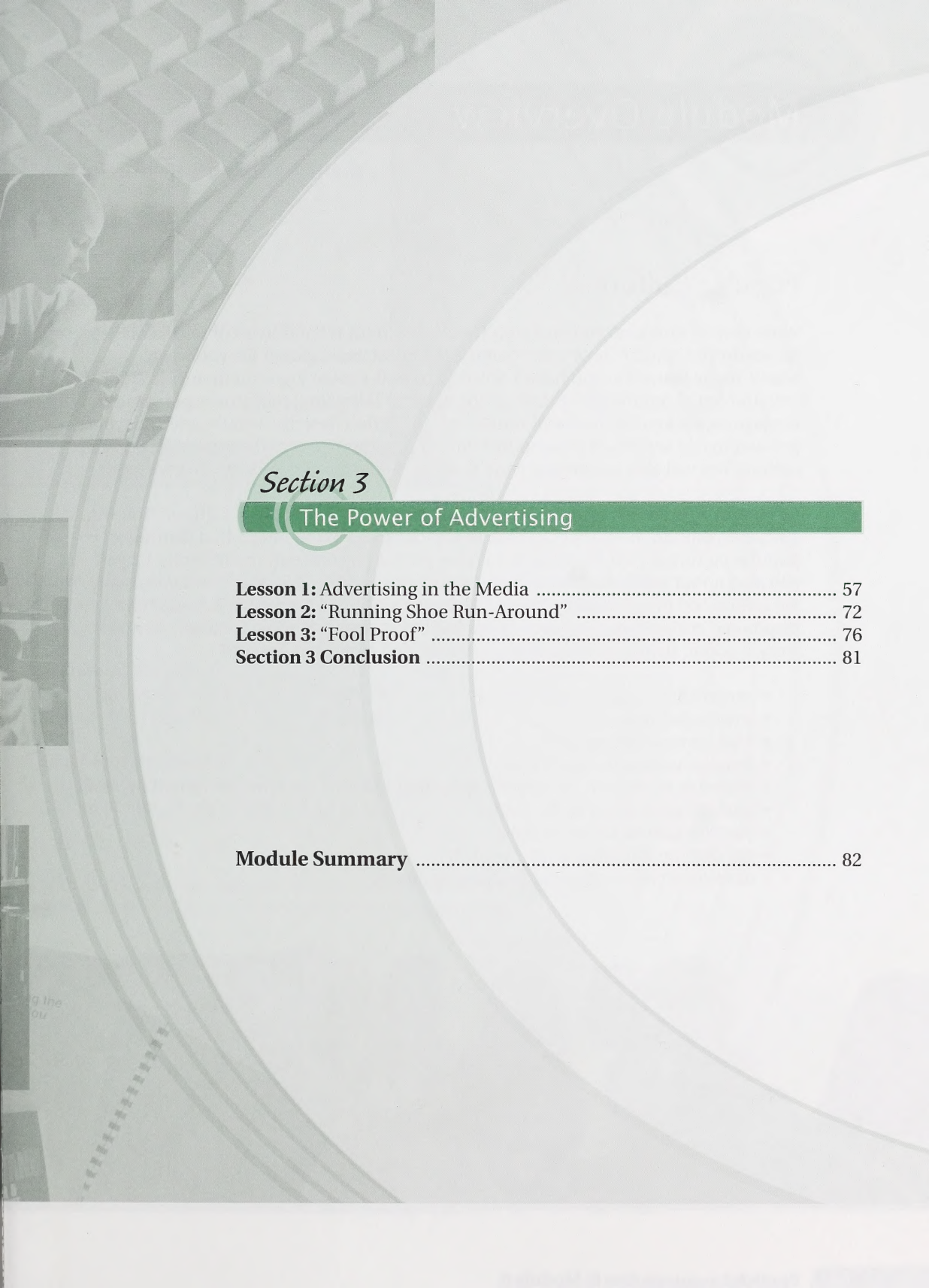
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# Module Overview

## Popular Culture

What kind of music do you and your friends listen to? What movies or television shows do you watch? Have you mastered the latest video game? Do you wear brand-name jeans? Do you have T-shirts with well-known logos on them? How do you find out about the latest in music or movies? Television, radio, newspapers, and magazines are among the usual sources of media that describe what's new and what's popular in our society. In this module you will explore some of the aspects of popular culture. You will also investigate ways that the media influences you, the consumer.

In Section 1 you will seek to answer the question, "What is popular culture?" You will read and respond to a variety of texts to explore some of the media that distribute popular culture. Celebrities and heroes are part of popular culture. In Section 2 you will read about two such people. In Section 3 you will take a look at how consumers are influenced by advertising. When you have completed Module 6, you will have responded critically to a variety of texts including poems, a song, a tribute, a short story, a comic strip, a satirical essay, a profile, and a memoir. You will

- explore action-adventure genres
- write a movie review
- analyze newspapers
- practise using sentence variety
- attend to matters of correctness including when to use semicolons and hyphens
- analyze advertising in the media
- practise critical-thinking skills
- conduct an interview with a celebrity
- develop an advertisement for running shoes



## Module 6: Popular Culture

### Section 1

The Media

### Section 2

Celebrities and Heroes

### Section 3

The Power of Advertising

## Assessment

Your mark will be determined by your work in the Assignment Booklets. In this module you are expected to complete three section assignments and a final module assignment. The mark distribution is as follows:

### Assignment Booklet 6A

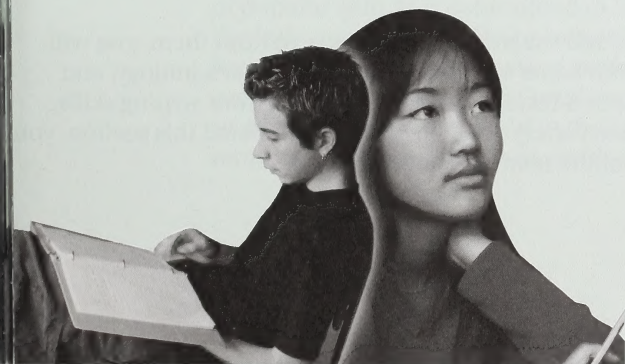
|                      |          |
|----------------------|----------|
| Section 1 Assignment | 45 marks |
| Section 2 Assignment | 30 marks |

### Assignment Booklet 6B

|                         |          |
|-------------------------|----------|
| Section 3 Assignment    | 37 marks |
| Final Module Assignment | 23 marks |

|              |                  |
|--------------|------------------|
| <b>Total</b> | <b>135 marks</b> |
|--------------|------------------|

Be sure to check with your teacher if this mark allocation is valid for you. Some teachers like to include other reviews and assignments.



# Section 1

## The Media

Television, newspapers, magazines, radio, movies, the Internet—what do these have in common? Each is a means of public communication capable of reaching a large audience. They are all part of the media. Think about the various media and the messages you receive from them. What messages do these different media send? How much are you influenced by these messages? You will reflect on these questions as you work through the lessons in this section.

Lesson 1 begins with an exploration of the meaning of popular culture and the ways that it is spread. In the lessons that follow, you will examine three different media—movies, newspapers, and radio. In Lesson 2 you will read a poem and develop conclusions about what kind of content people want in books and movies. You will learn more about stereotypes, and you will find out how to write a movie review. Are you familiar with tabloid newspapers? In Lesson 3 you will do an analysis of tabloid newspapers to discover how they differ from other newspapers. In Lesson 4 you will have the opportunity to discuss the role that the radio plays in your life.

Besides reflecting on the influence of the media and the messages you receive from them, you will develop your skills in drawing conclusions, review some short-story and poetry terminology, and examine the use of stereotypes and clichés in action texts. To help you improve your writing skills, you will review paragraph structure and sentence variety. When you have completed this section, you should have a better understanding of the role of the media in popular culture.



## Lesson 1: What Is Popular Culture?



**popular culture:**  
lifestyle and items  
that are well known  
and generally  
accepted within a  
population

**Ms. Elias:** Any ideas on what **popular culture** is?

**Megan:** Culture has to do with customs and lifestyles.

**Mario:** And if something is popular, it's widely known. So I guess popular culture has to do with widely known customs and lifestyles.

**Ms. Elias:** Your guess is right.

Popular culture can be defined as those elements of our society enjoyed or experienced by the general population—blockbuster movies, sitcoms, rock music, video games, and so on. Items of popular culture appeal to a broad range of people. Clothing styles, fictional characters that become as well known as family, movie stars, famous sports figures, and popular forms of entertainment are all part of popular culture.

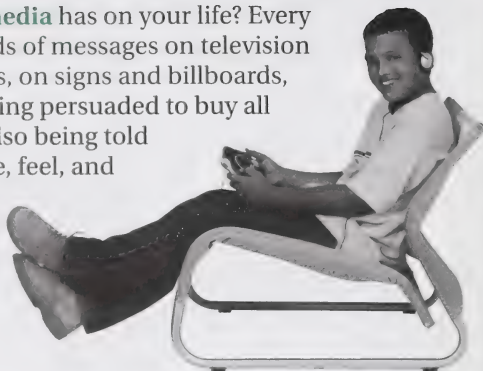
Popular culture is constantly changing. The items of popular culture that are most likely to survive are those that have the broadest appeal. The content of popular culture is determined in large part by the industries that distribute cultural material; for example, television, movies, newspapers, and magazines. Companies that produce and sell items of popular culture try to add to their profits by emphasizing items that have a wide appeal.



## Media Messages

**media:** a means of public communication capable of reaching a large audience; often referred to as mass media

How much influence do you think the **media** has on your life? Every day you come into contact with hundreds of messages on television and radio, in newspapers and magazines, on signs and billboards, and on the Internet. Not only are you being persuaded to buy all sorts of products and services, you are also being told what you should eat, drink, wear, believe, feel, and think. Even when you are trying to escape from the bustle of everyday life by reading a book, watching a movie or TV, or listening to music, you are receiving messages. It is hard to resist or refuse these messages when you are constantly bombarded with them.



### *Journal Entry 6A*

Think about the various media that surrounds you and the messages you receive from them. How are you influenced by these messages?

1. Look around your classroom or home. What types of media do you see?
2. What messages do these different media send?
3. Are you attracted to one type of medium over another? Explain. (**Note:** Medium is the singular form of media.)

**Compare your responses with those on page 11.**

**There is no assignment for this lesson.**



In this lesson you examined the meaning of popular culture. You also reflected on the influence of the media on popular culture and on you as an individual. In the next lesson you will investigate the popularity of action-adventure texts.

# Glossary

- media:** a means of public communication capable of reaching a large audience; often referred to as mass media
- popular culture:** lifestyle and items that are well known and generally accepted within a population

## Suggested Responses

1. Responses will depend on your classroom or home. It is likely, however, that you saw some of the following: videos, newspapers, magazines, flyers, Internet, music CDs, television, Internet, radio, or books.
2. The messages sent will be as varied as the media. Examples might include news items, entertainment, information, and advertisements.
3. Responses will be personal preference. Perhaps you prefer listening to your own CDs rather than to music on the radio because you have control over the choice of music. You may like to read for entertainment rather than watching sitcoms or dramas on television because you can use your imagination to picture people and events. Or, you may prefer to read news stories in newspapers or magazines so that you can spend time thinking about an issue as opposed to watching a quick report on television. On the other hand, you may find that television or radio newscasts are an effective way for you to keep up with what is going on.

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## Lesson 2: "No Boring Parts Allowed"



What does *boring* mean to you? How do you know when you are bored? What makes things seem boring to some people but not to others?



You are about to read a poem titled "No Boring Parts Allowed." The speaker in the poem bemoans the inclusion of "boring parts" in movies, television shows, and books. Before you read the poem, view the photos that are shown on pages 252 to 254 of *Crossroads 8*. What do the photos appear to represent? Is there a common theme in the photos?

Read the poem twice. First, read it aloud, visualizing the poet's words. Then read the poem silently, and think about the poet's message.

### *Journal Entry 6B*

Did you like the poem? Why or why not? Can you relate to what the poet said? Have you ever had a similar experience? If you were to write another verse for the poem, what would it be about?

1. What, in the speaker's opinion, qualifies as boring?
2. Do questions 1. a., 1. b., and 1. d. on page 255 of *Crossroads 8*.

**Compare your responses with those on page 19.**



## Portfolio Item 6A

Do question 3 on page 255 of *Crossroads 8*.

### Action and Adventure



**Mr. Channer:** Before you read “No Boring Parts Allowed,” you examined the photos in *Crossroads 8* that accompany the poem. What did you notice about them?

**Jamal:** Most of them are scenes from movies. I recognize the one from “Twister” on page 252, and the top one on page 254 is from “Lethal Weapon.” The black and white one on page 254 is from the old movie “King Kong.”

**Nellen:** They’re scenes from action films.

**Mr. Channer:** That’s right. The photos depict images from what is called the action-adventure **genre**. **Blockbuster** movies are often action-adventure genre. Of course, there are also action-adventure books and television shows. Movies, especially blockbuster movies, are very much a part of popular culture.

**genre:** a category or style, especially of literature or movies

**blockbuster:** something such as a book or movie that has widespread popularity and achieves enormous sales

### Action-Adventure Movies

There are all kinds of action-adventure movies, but most of them have similar characteristics. These include the following:

- The plot is fast moving.
- The main character is pitted against wrongdoers and deals with life-threatening situations.
- There are strong characters, but the emphasis is on the situation.
- The situations and characters may be stereotypes.

The action-adventure movie can be realistic or fantasy, but if it is to be acceptable to the viewer, the situation must be believable, and the characters' motivations must be convincing.

3. In the poem "No Boring Parts Allowed," the writer describes different examples of the action-adventure genre. Do these examples fit the characteristics of action-adventure movies? Explain.
4. How does the action-adventure genre differ from medium to medium (that is, in movies, novels, and television shows)?
5. Do question 2 on page 255 of *Crossroads* 8.



**Compare your responses with those on page 19.**

## Stereotypes

**Note:** You were introduced to stereotypes in Module 3: Section 2, Lesson 2.

A stereotypical character behaves in an expected or predictable way. Because a character is a stereotype, however, does not necessarily mean that the character is ineffective. Action-adventure stories are often filled with stereotypical characters, such as the handsome hero, the evil villain, the wicked stepmother, or the damsel in distress.

Situations, too, can be stereotypes. For example, the hero is trapped in an elevator that is stuck between floors. The elevator is hanging by a cable that is slowly unraveling. There does not seem to be any way of reaching safety. You could substitute a small child for the hero or a desperately ill man who needs to get to the hospital, but the situation remains basically the same and predictable.

Chase scenes in action-adventure movies are often stereotypical situations.



Think about action-adventure movies or television shows you have watched or action-adventure books you have read. Were any of the characters stereotypes? Was the hero brave, daring, clever, and resourceful? Were the "bad guys" mean and nasty and not very bright?

6. **a.** In "No Boring Parts Allowed," what stereotype is presented by these lines?  
Below him was the heroine, / with nitro at her throat.
- b.** Why do you think Gordon Korman used this stereotype?
7. Find two other stereotypes in the poem. What is the effect of using them?

**Compare your responses with those on page 20.**

## Clichés

Closely related to stereotypes are clichés. Clichés are overused expressions. Most clichés began as strong images or expressions, but because they have been used so often, they have lost their impact. The following are common clichés:

- narrow escape
- hungry as a bear
- sharp as a tack
- this day and age
- all in all
- good as gold
- ripe old age
- raining cats and dogs

Turn to page 88 in your *English Language Arts Handbook* for more examples of overused expressions. In “No Boring Parts Allowed,” Korman has used a number of clichés that are typical of the action-adventure genre. The clichés in the poem add to the mood of the poem and emphasize the speaker’s attitude toward action-adventure movies and stories.

Although the clichés used in the poem are descriptive, they are unimaginative. For example, how many times have you heard the expression “The movie was a thriller; / I was frozen in my chair”? Can you think of a more imaginative way to express feelings of fear and fascination?



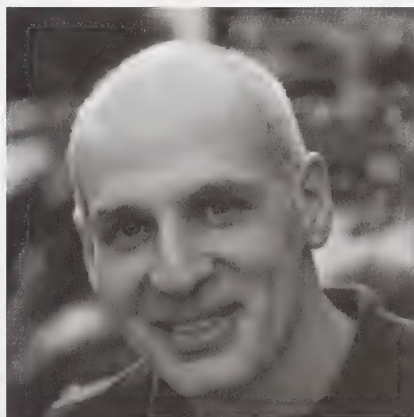
8. Reread the poem to find four clichés. Then rewrite each cliché using more precise or imaginative language.

**Compare your response with the one on page 20.**

### DID YOU KNOW?

The author of “No Boring Parts Allowed” wrote his first book, *This Can’t Be Happening at Macdonald Hall*, when he was in grade 7. Since then Gordon Korman has written approximately 45 books, many of them young-adult novels. Find out more about Gordon Korman and his writing by visiting his website at the following address:

**<http://gordonkorman.com>**



## Semicolons

Did you notice the use of semicolons throughout the poem “No Boring Parts Allowed”? A semicolon is a stronger break than a comma but not as complete a stop as a colon or period.

- Use a semicolon to connect two independent clauses that are related but not joined by a coordinating conjunction. Look at the following example:

I play lacrosse; my sister plays soccer.

Hint: If you can use a period and a new sentence, you can use a semicolon.

I play lacrosse. My sister plays soccer.

sentence ; sentence

- Team up a semicolon with a transition word (a conjunctive adverb) such as *therefore*, *however*, *thus*, *then*, or *consequently* to connect two independent clauses. Look at the following example:

First we paddled for two hours; then we hiked through the woods for three hours before we pitched our tents.

sentence ; transition sentence

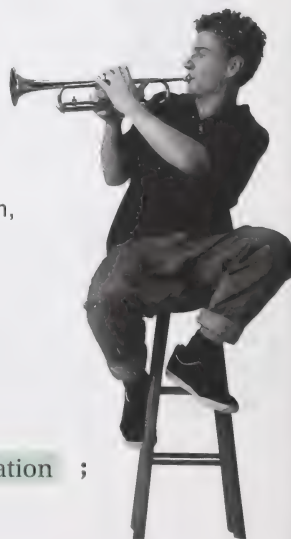
- Use a semicolon to avoid confusion when you have complicated lists of items. Look at the following examples:

Robbie had lived in Halifax, Nova Scotia; Kingston, Ontario; Brandon, Manitoba; and Brooks, Alberta.

Class members who took part in the talent show included Jerry, who played trumpet; Ahmed, who juggled plates; and Kim and Billy, who performed a Ukrainian dance.

item, more information ; item, more information ;

and item, more information





For more examples of when to use semicolons, read the section titled “The Semicolon” on page 22 of your *English Language Arts Handbook*.

9. Practise using semicolons. Copy the following sentences in your notebook, and then place semicolons in the correct places.

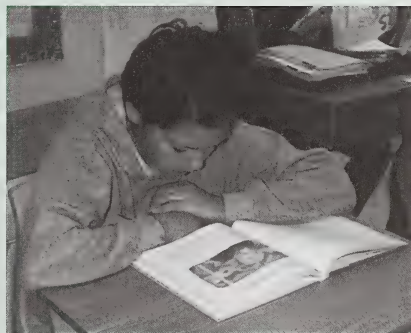
- a. I like Mr. Cardinal he is never sarcastic.
- b. The main character is ill and desperately in need of money nevertheless, he will not ask his father for help.
- c. Because the cat was hungry, we fed it then it would not go away.
- d. At the bird feeder, I watched a yellow bird with black wings, an American goldfinch a red bird with a black face, a northern cardinal and a black and white bird with a red-striped head, a downy woodpecker.
- e. Jolene reads science fiction novels however, she also reads science magazines.
- f. Sasha would like to teach art to children he works at the local art gallery.
- g. My family and I often go fishing sometimes we catch grayling.
- h. We bought *12 years old*, a CD by Kim Stockwood *You Are the Earth*, a book by David Suzuki and a video game.



**Compare your responses with those on page 20.**

### *Journal Entry 6C*

Examine “No Boring Parts Allowed,” and determine where the author used semicolons. Why do you think he used semicolons rather than periods? What effect does this punctuation have on the poem? What effect does this punctuation have on you?



## How to Write a Movie Review



**Mr. Channer:** What kind of movies do you enjoy?

**Annette:** I like action-adventure movies and comedies the best.

**Peter:** I'll watch anything except romance.

**Mr. Channer:** How do you decide which movie you want to see?

**Peter:** I watch ads on TV. Sometimes a friend recommends a movie.

**Annette:** Movie reviews are a good way to find out about a particular movie.



Have you ever thought about writing your own movie review? Read “How to Write a Movie Review” on pages 256 and 257 of *Crossroads 8*. Then answer question 10.

10. Locate three or four movie reviews in newspapers, magazines, or on the Internet. Did the writers of these reviews follow the guidelines for writing a movie review that you were given in your textbook? If not, what was missing?

**For helpful comments, refer to page 21.**

Go to page 1 of Assignment Booklet 6A and respond to questions 1 to 3 of Section 1.

In this lesson you continued to investigate popular culture and the media by exploring action-adventure genres in general and action-adventure movies in particular. You examined stereotypes and clichés, practised using semicolons, and learned how to write a movie review. In the next lesson you will examine another aspect of the media—newspapers.



# Glossary

**blockbuster:** something such as a book or movie that has widespread popularity and achieves enormous sales

**genre:** a category or style, especially of literature or movies

## Suggested Responses

1. In the speaker's opinion, the following qualify as boring:

- romance between the hero and the leading lady
- detailed description
- lessons in morality

2. **Question 1. a. from *Crossroads 8*:** The mood of “No Boring Parts Allowed” is light and humorous. The heroes and situations in each part are so exaggerated it is impossible to take them seriously. The rhythm of the poem also adds to the lightness of the mood.

**Question 1. b. from *Crossroads 8*:** Different readers will, of course, read different things into the poem. But the speaker appears to be saying that if a movie is action-adventure, it should stick to action-adventure and not bring in other elements such as romance or morality. It seems that he has the same attitude toward action-adventure books and television shows.

**Question 1. d. from *Crossroads 8*:** Repetition is used for emphasis and humour. It is effective because it stresses the way the speaker feels about action-adventure movies and books.

3. In the poem “No Boring Parts Allowed,” the writer describes examples of action-adventure books and TV shows. The examples do fit the characteristics of action-adventure movies. Both are fast moving; have main characters pitted against wrongdoers and life-threatening situations; have strong characters, but the emphasis is on the situation; and the situations and characters appear to be stereotypes.
4. The action-adventure genre differs very little from medium to medium. The basic concepts are the same. The action in movies and television can, of course, be seen on screen. By contrast, books depend on written description. Regardless of the medium, this genre allows the audience to vicariously experience action and adventure.
5. **Question 2 from *Crossroads 8*:** What did your research show? Did the majority of the titles from the lists you examined fit the action-adventure genre? It is quite likely that many of them did. From this, you probably concluded that the action-adventure genre is very popular among viewers and readers.

Do an informal poll of your friends and family to find out whether they prefer action-adventure movies and novels. Do the results of your poll support your conclusions about the popularity of action-adventure genre?

6. a. The lines refer to the stereotypical heroine from a melodrama or action movie. In this type of text the villain ties up the heroine; places a timed explosive device at her throat; and waits for the hero to come so the villain can “get” him. Details may vary, but the situation and the actions are predictable.

The “nitro” referred to in the poem is short for nitroglycerine, which is used in dynamite.

- b. Korman probably used this stereotype because the situation is readily recognized. Most people are familiar with the image. As well, it is a stereotype that is often used in spoofs or parodies of action-adventure stories. Korman’s use of this stereotype supports the “tongue-in-cheek” tone of the poem.
7. Were you able to easily find two other stereotypes? Possibilities include the following:
- the hero who struggles against seemingly impossible odds to save the leading lady
  - the city destroyed by fierce fighting and/or flooding
  - a gang of spies
  - the car chase
  - a series of murders
  - the chase scene in outer space
  - the disappearance of the earth and the quest to find it

The general effect of using these stereotypes is the same as the “heroine-in-distress” stereotype. Most people readily recognize the images, and because so many stereotypical images or situations are presented, the reader realizes that the poem is not meant to be taken seriously.

8. Following are some of the clichés that are used in the poem. Are you familiar with them? Korman’s use of clichés has the same effect as his use of stereotypes. The clichés create recognizable situations and characters, and their overuse adds to the poem’s lightness and humour.
- The movie was a thriller; / I was frozen in my chair;
  - The city was in ruins—
  - . . . mired in mud;
  - A maniac was loose . . .
  - . . . gutters ran with blood.
  - . . . hanging by a thread.
  - The book was fascinating; / I just couldn’t put it down.
  - . . . bag of tricks.
  - glued solid to the screen;

Were you able to come up with more precise imaginative language for your rewritten versions?

9. a. I like Mr. Cardinal; he is never sarcastic.
- b. The main character is ill and desperately in need of money; nevertheless, he will not ask his father for help.
- c. Because the cat was hungry, we fed it; then it would not go away.

- d. At the bird feeder, I watched a yellow bird with black wings, an American goldfinch; a red bird with a black face, a northern cardinal; and a black and white bird with a red-striped head, a downy woodpecker.
- e. Jolene reads science fiction novels; however, she also reads science magazines.
- f. Sasha would like to teach art to children; he works at the local art gallery.
- g. My family and I often go fishing; sometimes we catch grayling.
- h. We bought *12 years old*, a CD by Kim Stockwood; *You Are the Earth*, a book by David Suzuki; and a video game.

10. A movie review should contain these features:

- a descriptive opening sentence
- basic information about the movie (the title and genre, names of leading actors, producer, director, and so on)
- an opinion of the overall quality of the movie
- supporting evidence to back up the opinion

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## Lesson 3: News Reports

I prefer to watch news on television. It's current. I like the idea of watching something happen rather than reading about it.



I don't like to watch TV newscasts. I'd rather watch a show like *W5* or *The Fifth Estate*. With these shows, you get real investigative reporting. They go more in-depth than the regular news, and the interviews go right to the source.



For me, the best way to get the news is on the radio. I can be driving along in my car and keep up to date on what's going on in the world. I just don't have time to sit down and read the newspaper.



I'd rather read the newspaper. Neither TV nor radio goes into enough detail for me. They just give the highlights. If you want the nitty-gritty details, you have to read about it.





1. Use the opinions that were expressed by the foregoing people to answer the following questions.
  - a. In which of the media can you choose only those news stories that are of interest to you?
  - b. In which of the media can you get a quick summary of the day's news?
  - c. In which of the media can you get an analysis of the news?
  - d. In which of the media can you get the news as it happens?
  - e. In which of the media can you see pictures of people or events in the news?

**Compare your responses with those on page 28.**

### *Journal Entry 6D*

What is your preferred way of getting the news? Why do you prefer this method? What advantages does it have over the other methods? Are there any disadvantages?

You have seen that there are many ways for people to get the news. What about the newspeople? Where do they get their news?

## Sources of the News

News is gathered from a variety of sources. Television, radio, and newspapers obtain information from news services such as Canadian Press (CP), Associated Press (AP), and Reuters. As well, they all depend heavily on their own reporters to gather information, especially at the local and regional levels.

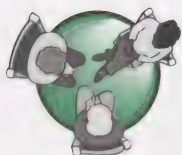
Reporters get the details for their news reports in a variety of ways. Sometimes reporters are at the scene when events happen and get the details first hand. Usually, however, they must obtain the information from other people.

Some sources are more reliable than others. The main source of information is usually the people involved in the story. They are potentially the most accurate; however, people who have been in a stressful situation may not be able to recount exactly what has happened to them. A witness may be another good source of information. A reporter can also get information from people close to the main sources, such as friends or relatives, and experts (people not involved in the event but who know a great deal about the topic).



Reporters do not always give the specific names of their sources. Instead, they may use vague expressions such as the following: informed sources, a reliable source, government sources, a witness at the scene, a company spokesperson, an advisor. It is important for you to take the source into account when you read or hear a news story. You must decide whether or not the source is trustworthy and whether or not you need more information. Ask yourself, “Who says so?” and “Who else says so?”

### *Portfolio Item 6B*



Compare the treatment of a major news or sports story by a variety of media, such as newspapers, news magazines, television, radio, or the Internet. Make a chart to show the similarities and differences. Share your findings with a partner.

## Types of News Reports

There are different types of news reports. These include hard news stories, feature stories, and editorials.



A hard news story is about an event that is important at that particular time. It is factual and is meant to inform you. Hard news deals with issues that concerns the audience, such as an increase in the cost of electricity or access to health care. For more information, read “News Reports” on pages 137 and 138 of your *English Language Arts Handbook*.

A feature story, also called soft news, is about an event, place, or person that is of interest to the audience. It is usually intended to entertain or instruct. “Instant Messaging” on page 200 of *Crossroads 8* is a feature article.

An editorial expresses opinions about a news story or topic that is of interest to the public. “What’s Wrong with Playing ‘Like a Girl?’” on page 340 of *Crossroads 8* is an example of an editorial.

2. Following are headlines for three news reports. Which type of news report is each likely to be—hard news story, feature story, or editorial?
  - a. City Councillor Should Resign
  - b. No Survivors in Plane Crash
  - c. City Teen Collects Unusual Posters

**Compare your responses with those on page 28.**

## Facts and Opinions

When you read or listen to editorials, you should realize that they report someone else’s opinion. Editorials, however, are not the only type of news report in which you will find opinions. Sometimes opinions are expressed in columns, hard news stories, and features.



It is important that you can distinguish fact from opinion.

Facts are true statements. Facts can be checked for correctness. Opinions are judgements that express someone’s views about a topic. Opinions cannot be checked for correctness. You may agree if your opinion is similar, or you may disagree if your opinion differs.

3. In your notebook write **F** for fact or **O** for opinion for each of the following statements.
  - a. Sir John A. Macdonald was the first prime minister of Canada.
  - b. The sun will burn out in 10 000 years.
  - c. The best sitcom on television is “Malcolm in the Middle.”
  - d. Michael J. Fox played the part of Alex Keaton on “Family Ties.”
  - e. Mars will certainly be colonized within 100 years.

**Compare your responses with those on page 28.**

Opinions are usually expressed by word choices that have persuasive or emotional connotations. (Connotations are thoughts and ideas that come to mind when a certain word is used.) For example, the use of the word *mob* for a group of demonstrators conveys a very different image than does the word *crowd* for the same group. Nouns such as *radicals*, verbs such as *sneak*, adjectives such as *long-haired*, and adverbs such as *disruptively* may be used to influence the reader.

4. In your notebook list the opinion words that are used in each of the following sentences.
- a. The brave man snatched the frightened child from the raging fire.
  - b. The right-wing politician called for the return of the death penalty after the brutal murder.
  - c. In one of the most spectacular upsets in boxing history, Randy Morin defeated the aging champ, George Scott.
  - d. An adventurous band of women will begin the harrowing climb of towering Mount Annapurna.
  - e. The thirty-year-old daredevil began the dangerous ocean trip from Prince Rupert yesterday.

**Compare your responses with those on page 29.**



**tabloid newspapers:** newspapers that sensationalize stories whose sources may be questionable and that use bold headlines and many photographs

**Ms. Elias:** Do you ever scan the headlines of **tabloid newspapers** as you go through the checkout at the grocery store?

**Peter:** Yeah. They're pretty wild. It doesn't take too much to realize the stories probably don't come from trustworthy sources.

**Annette:** Usually the topics themselves are enough to warn you that the stories are pretty fantastic, unless you believe in giant sea monsters or aliens from outer space who kidnap people.

**Megan:** Why do people read this type of newspaper?

**Ms. Elias:** There's often some mystery involved in the stories, and people seem to be attracted to mystery. A lot of the stories are about the rich and famous, and people are curious about them. I expect that most tabloids are read for entertainment rather than for information. Speaking of entertainment, you're about to read a short story that has a connection to tabloid newspapers.

## “Save the Moon for Kerdy Dickus”

Turn to page 265 in *Crossroads 8* and preview “Save the Moon for Kerdy Dickus.” Think about the title of the story. What images or questions come to your mind? Read the introductory question beside the title and the “Goals at a Glance.” Examine the illustrations throughout the story. Use this information as clues to make predictions about the story. Then sit back and read the story to find out if your predictions were accurate. If you prefer, you can listen to “Save the Moon for Kerdy Dickus”<sup>1</sup> on Track 5 of your *English Language Arts 8 Audio CD 2*.

5. Do questions 1. a. to 1. c. on page 279 of *Crossroads 8*.

**Compare your responses with those on page 29.**

### *Journal Entry 6E*

At the beginning of “Save the Moon for Kerdy Dickus,” the narrator says, “There’s more than one version of this story.” It depends on who tells the story. Think about how the story would come out if it was retold from the Stranger’s perspective. How would the original story change? Rewrite the introduction to the story narrating it from the Stranger’s point of view.

### *Portfolio Item 6C*

Collect five or six headlines from daily newspapers and rewrite them as tabloid-style headlines.

## Using Simple Sentences

The writer of “Save the Moon for Kerdy Dickus” has used short, simple sentences to give his readers clear and concise images of the setting and characters. Short sentences also helps make the text easier to read.

6. Turn to page 279 of *Crossroads 8* and do question 3.

**Compare your response with the one on page 29.**

Using simple sentences can create a dynamite impact in your writing. The trick is not to overdo it; too many simple sentences may make your writing sound stilted.

<sup>1</sup> Tim Wynne-Jones, “Save the Moon for Kerdy Dickus,” in *Sightlines 9 Audio Pack*. 2000. Prentice Hall-Pearson Education. “Save the Moon for Kerdy Dickus” from *Some of the Kinder Planets*. Copyright © 1993 by Tim Wynne-Jones. First published in Canada by Groundwood Books Ltd. Reprinted by permission of the publisher.

Go to page 5 of Assignment Booklet 6A and respond to questions 4 and 5 of Section 1.

In this lesson you examined news sources, analyzed daily newspapers and tabloids, and responded to the story "Save the Moon for Kerdy Dickus." You also explored using simple sentences for dramatic impact. In the next lesson you will take a look at one more aspect of the media—radio.



## Glossary

**tabloid newspapers:** newspapers that sensationalize stories whose sources may be questionable and that use bold headlines and many photographs

## Suggested Responses

1.
  - a. You can choose only those news stories that interest you in newspapers (both print and online) and news magazines. (Of course, you can always turn off radio or television news reports, which is a way of choosing what interests you.)
  - b. You can get a quick summary of the day's news from reading the headlines in newspapers or from listening to the headlines on radio and television news reports.
  - c. You can get an analysis of the news from news magazines and from investigative reporting on television or radio. Some newspapers may feature an analysis of the news by columnists.
  - d. You can get the news as it happens from television, radio, or online news sources.
  - e. You can see pictures of the people or events in the news on television, in newspapers and news magazines, and on online news sources.
2.
  - a. This article would likely be an editorial. The writer appears to be expressing an opinion.
  - b. This article would probably be hard news. The item is one of concern; it appears to be factual.
  - c. This article would be a feature story. The story is about a person. It appears to be an item of interest rather than concern.
3.
  - a. F
  - b. O
  - c. O
  - d. F
  - e. O

4.
  - a. brave, snatched, frightened, raging
  - b. right-wing, brutal
  - c. spectacular, upsets, aging
  - d. adventurous, harrowing, towering
  - e. daredevil, dangerous

5. **Question 1. a. from *Crossroads 8*:** Responses will vary. Following is one student's ideas:

I think the Stranger appeared so alarmed and frightened by the Moris because their house and their appearance were so unusual to him. He had never seen anything like them before. He did not seem to be familiar with modern technology. It appears that he had been drinking. He seemed to be disoriented, probably as a result of the alcohol and the accident. He may also have been a little stunned when he slipped on the ice and fell.

**Question 1. b. from *Crossroads 8*:** Your response will also be influenced by which characters you can relate to personally. This will probably depend on your experiences. Be sure to use examples from the story to support your opinion.

**Question 1. c. from *Crossroads 8*:** The line is relevant because the Stranger hears the words as "Save the moon for Kerdy Dickus." This line summarizes the many misinterpretations of the Stranger. It is also the title of the story.

6. **Question 3 from *Crossroads 8*:** Sentences will vary. Following are examples:

- **Simple sentences:** Tan Mori is Japanese. Here's how he looks. He wears clear rimmed glasses . . . .

**Long sentence:** Tan Mori is Japanese, and he wears clear rimmed glasses.

- **Simple sentences:** This is Ky's story. It happened at her place in the country.

**Long sentence:** This is Ky's story, which happened at her place in the country.

- **Simple sentences:** He got edgier and edgier. He started pacing. Then, suddenly, he remembered his neighbour, Lloyd Rintoul.

**Long sentence:** He got edgier and edgier and he started pacing, when suddenly he remembered his neighbour, Lloyd Rintoul.

Did you notice that the combined sentences seem to have less impact?

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## Lesson 4: The Radio



**Mr. Channer:** How important is the radio in your life?

**Nellen:** I listen to the radio quite a bit. I like to have it on when I'm doing homework—even though I know it's not always a good idea.

**Jamal:** I watch TV more than I listen to the radio. About the only time I listen to the radio is when I'm travelling in the car.

**Mr. Channer:** What do you listen to the most?

**Nellen and Jamal:** Music!

**Mr. Channer:** Do you ever listen to interviews on the radio?

**Nellen:** Sometimes. Usually, it's just by chance. Like, if a news report has an interview with someone, or maybe the music station I listen to is interviewing a singer or a guitarist.

**Jamal:** It's the same for me.

**Mr. Channer:** In this lesson you're going to read a poem by Lorna Crozier that was inspired by a radio interview.

### *Journal Entry 6F*

How has radio been an important agent for communication in the past?  
What do you think is the future of radio? Why?

## “The Radio as Time Machine”

Turn to page 262 of *Crossroads 8* and preview “The Radio as Time Machine.” Examine the picture that accompanies the poem. Note the shape of the poem. Think about the title. How might a radio act as a time machine? Read the poem to yourself several times. Remember to record in your vocabulary log any new words that you encounter. Then respond to the following questions.



1. What do you think the poem is about? Write a short paragraph summarizing what you think Lorna Crozier is saying.
2. Who is the speaker in the poem? How do you know?
3. Do question 1. a. on page 263 of *Crossroads 8*.
4. How is the radio in the poem a time machine?
5. What are you reminded of when you read this poem?

**Compare your responses with those on page 33.**

### DID YOU KNOW?

Peter, who the speaker refers to in the poem, is well-known writer and reporter Peter Gzowski (1934–2002). As host of a popular CBC radio program, he interviewed people of all ages from all walks of life. Use your favourite search engine and the key words *Peter Gzowski biography* to learn more about this Canadian journalist.

### About the Poet

Lorna Crozier is a Canadian poet. Her poems have been published in numerous magazines and anthologies. She has published 12 books of poetry and has won several awards for her writing, including the Governor General’s Award for Poetry. If you are interested in reading other poems written by Lorna Crozier, ask your librarian for help in locating her books. You may also be able to find some of Crozier’s poetry on the Internet.

## Free-Verse Poetry

**Note:** You were introduced to free-verse poetry in Module 4.

“The Radio as Time Machine” is a free-verse poem. It does not use rhyming words or have a regular rhythm. As well, the line length is not regular. Read the poem “The Radio as Time Machine” aloud. Then turn to page 163 in *Crossroads 8* and read aloud the first three stanzas of “Smokeroom on the Kyle.”

6. a. Describe the difference in sound between the two poems.
- b. Which do you prefer to read? Explain.

**Compare your responses with those on page 34.**

### *Portfolio Item 6D*



Write a ten-line free-verse poem to describe a meaningful moment in your life. Use “The Radio as Time Machine” as a model. Read your finished poem to a partner.

## Reviewing Paragraph Structure

By now you have written many paragraphs in English language arts and in other courses. A paragraph is made up of related sentences, set off as a separate special group. When the paragraphs are handwritten, they are separated by indenting the first line of each new paragraph. In printed text, paragraphs are usually set off by leaving two lines between each paragraph. A paragraph contains one main idea. It may stand alone or be part of a longer text such as a story or article. Following is an example of a “stand-alone” paragraph:

No one knows for sure how animals were first tamed. It happened too long ago, perhaps as far back as 10 000 years. Because history books were not written at that time, we can only guess. It is possible that hunters who killed wild animals began to take home and care for the dead animals’ young. These young probably became the first tamed animals.

Paragraphs can also be used to set off dialogue in a story. Beginning a new paragraph for each new speaker helps the reader distinguish who is saying what. Look at the following example:

“Hey,” said Ky. “It’s almost Christmas. You’d better save some room for turkey dinner.”

“What?” said the Stranger.



7. In the following excerpt, dialogue and narrative paragraphs have been joined together. In your notebook rewrite the excerpt inserting paragraphs so that the transitions from narrative to dialogue are clear to the reader. Remember to indent the paragraphs where necessary.

“Don’t forget to go to the Whitneys,” Mother called as we scrambled into the car. The Whitney house was the second place we went. I was especially excited to see what we would receive because Mrs. Whitney always had something nice for us. I was the first to run to the door and ring the bell. As the others ran up the steps, Mrs. Whitney came out with a pretended “unknowing” look. “Tricks or treats!” we shouted together. “Wait a minute,” she said. “What’s this?”

### **Compare your response with the one on page 34.**

Go to page 6 of Assignment Booklet 6A and respond to questions 6 and 7 of Section 1.



In this lesson you explored another aspect of popular culture and the media through reading the poem “The Radio as Time Machine.” As well, you revisited free-verse poetry, and you reviewed paragraph structure.

## **Suggested Responses**

1. Paragraphs will vary. Here are one student’s thoughts on the poem:

The speaker in the poem heard a radio interview. The host, Peter, was interviewing a musician who, when she was three years old, had been taught by her father to play the fiddle. During the interview, Peter surprises her by phoning her father to find out what kind of pupil she was. The speaker of the poem wishes that she could go back in time and go on radio to contact her father. She, too, wants to find out what her father thought of his daughter. I think the speaker of the poem has questions for her father that were never asked or answered when he was alive. She wishes she had that opportunity now, even “if the whole country’s listening in.”

2. The speaker in the poem is the writer. We know this because she refers to herself by name within the poem: “Lorna, put your headphones on . . .”

3. **Question 1. a. from *Crossroads 8*:** In the first part of the poem the mood is happy. The musician being interviewed is surprised and delighted to hear her father's voice. The mood of the second part is nostalgic and a bit sad. The speaker misses her father and wishes she could hear his voice and his smoker's cough.
4. The radio in the poem is a time machine because it takes the speaker back to memories of her father. You might say it was a time machine for the musician and her father as well because they were taken back to the musician as a three-year-old learning to play the fiddle.
5. Responses will depend on your past experiences and on prior knowledge. Just as the radio interview triggered certain memories for Lorna Crozier, the poem may have triggered a particular memory for you.
6. **a.** When read aloud, "The Radio as Time Machine" sounds like prose. Because "Smokeroom on the Kyle" has definite rhyme and rhythm patterns, it is more song-like when read aloud.
- b.** Responses will be personal. Do you find it easier to read rhyming verse than free verse? Is free verse easier to understand than a poem that rhymes and has a definite rhythm? Be sure to explain the reason for your preference.
7. "Don't forget to go to the Whitneys," Mother called as we scrambled into the car.

The Whitney house was the second place we went. I was especially excited to see what we would receive. Mrs. Whitney always had something nice for us. I was the first to run to the door and ring the bell. As the others ran up the steps, Mrs. Whitney came out with a pretended "unknowing" look.

"Tricks or treats!" we shouted together.

"Wait a minute," she said. "What's this?"

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## Section 1 Conclusion

In this section you were introduced to the concept of popular culture, and you explored a variety of media including movies, television, and radio. Popular culture consists of lifestyle and items that are well known and generally accepted within a population.

In Lesson 1 you examined the meaning of popular culture. As well, you reflected on the influence of the media on popular culture and on you as an individual. In Lesson 2 you continued to investigate popular culture and the media by reading the poem “No Boring Parts Allowed.” In your investigation you explored action-adventure genres in general and action-adventure movies in particular. As well, you examined stereotypes and clichés, practised using semicolons, and wrote a movie review. In Lesson 3 you explored another aspect of the media—newspapers. You began the lesson by examining a variety of news sources, and you looked at types of news reports. You analyzed daily newspapers and tabloids and responded to the story “Save the Moon for Kerdy Dickus.” You also explored using simple sentences for dramatic impact. In Lesson 4 you explored one more aspect of the media—radio. In this lesson you read and responded to the poem “The Radio as Time Machine.” As well, you revisited free-verse poetry, and you reviewed paragraph structure. As you worked through the lessons in this section, you continued to use your journal and portfolio to respond critically and creatively to the texts you encountered.

You should now have a good idea of the influence that media has on popular culture and on you personally. In the next section you will examine the connection between popular culture and heroes and celebrities.



## Section 2

### Celebrities and Heroes

Do you have a hero? Is it someone famous? Or, is it someone close to you whom you admire and look up to? How would you recognize a hero? Are celebrities heroes? Who decides if someone is a hero?

You will explore these questions as you work through the lessons in this section. In your exploration you will reflect on the role the media plays in promoting celebrities and heroes. You will read a variety of texts including a tribute, a song, and a profile. Through these selections you will meet celebrities who many consider to be heroes. As well, you will have opportunities to reflect—and to express your views—on the importance of heroes in our society.

As you work through Section 2, you will

- write a tribute to your personal hero
- deconstruct words in order to find their meanings
- investigate the importance of using inclusive language
- discover when to use hyphens
- interview a celebrity



Your exploration of celebrities and heroes should add to your understanding of popular culture.

## Lesson 1: Who Needs Heroes?



**Ms. Elias:** What makes a hero?

**Mario:** I think a hero is someone who has done something that makes things better for other people—a researcher who comes up with a cure for a horrible disease or a person who fights for justice.

**Annette:** What about the firefighter who rescues someone from a burning building or the coach who has qualities you admire and who is your role model? They're heroes too.

**Ms. Elias:** Who decides whether or not someone is a hero?

**Annette:** If he or she is your personal hero, you would decide.

**Mario:** Usually when someone does something heroic, people start talking about it, and the word just spreads. The media probably has a lot to do with it.

**Ms. Elias:** That's a good point, Mario. The media certainly does play a role in recognizing and telling us about heroes. As with other aspects of popular culture, heroes and celebrities are often determined by the media. How important are heroes?

**Annette:** I think they're very important because they serve as role models. Heroes provide inspiration.

### *Journal Entry 6G*

What qualities do you think a hero should have? Brainstorm a list of people whom you consider to be heroes. Write your own definition of a hero.

## “Here’s to You, Joe DiMaggio”

**tribute:** an acknowledgement of an individual’s accomplishments

The selection you are about to read —“Here’s to You, Joe DiMaggio”—is a **tribute** to a famous sports figure. A tribute is an acknowledgement of someone’s accomplishments. Tributes are one way of recognizing and celebrating heroes. Of course, tributes can be made to ordinary people too.

Joe DiMaggio was a professional baseball player who played for the New York Yankees in the 1940s. Many experts consider him to be the best player in the history of major league baseball. He was admired for his skill and achievements and for his professionalism.



### Author Profile

Paul Simon, the author of “Here’s to You, Joe DiMaggio,” is a celebrity too. Have you heard the songs “Bridge over Troubled Water,” “Mrs. Robinson,” or “Graceland”? Those are just a few of Paul Simon’s songs. Simon is an American singer and songwriter whose career has spanned several decades. He is famous for his many enduring songs and for his musical innovations. Once part of the folk-rock duo Simon and Garfunkel, he has written and recorded several award-winning solo albums. As well, he has written music for films and stage.



“Here’s to You, Joe DiMaggio” is on pages 258 to 260 of *Crossroads 8*. You may find the vocabulary and sentence structure in Simon’s tribute to DiMaggio challenging. While you are reading, use the following reading strategies:

- Make connections to what you already know.
- Use context clues to determine the meanings of words and concepts.
- Go to your dictionary, if necessary, to learn the meaning of new terms.
- Ask questions.
- Look for answers to questions.

Here are some questions you might ask as you read:

- Who was Joe DiMaggio? Why was he famous?
- Why did Paul Simon write this tribute?
- What is Paul Simon’s connection to Joe DiMaggio?
- What did Joe DiMaggio represent to Paul Simon and to the public?
- What is a hero?
- What is Paul Simon’s main message?

Now read “Here’s to You, Joe DiMaggio.” When you have finished reading the selection, respond to the following questions.

1. Do questions 1. a. to 1. d. on page 261 of *Crossroads* 8.

### Compare your responses with those on page 41.



If you are interested in learning more about either Joe DiMaggio or Paul Simon, use your favourite search engine and enter each name plus the word *biography* as key words. Or, ask your librarian for help in finding information about these two celebrities.

### Portfolio Item 6E

With a partner or small group create a bulletin-board display using images and words that will illustrate what a hero is, who some of your heroes are, and why they are considered heroes. Try to use images and words that reflect popular culture or media.

If you are working on your own, you might create a poster instead of a bulletin-board display.



## Deconstructing Words to Determine Meaning

This selection contains many difficult words. Sometimes you can determine the meaning of a new word within a text by using context clues. Another method of determining the meaning of a new word is to deconstruct the word. When you deconstruct something, you break it down into its components. When you deconstruct a word, you look at its root, suffix, or prefix.

In the first paragraph of “Here’s to You, Joe DiMaggio,” Paul Simon talks about the *iconographic landscape*. What does he mean?

You probably know from prior experience that the word *landscape* means a view of something. What about *iconographic*? Look at the root of the word—*icon*. What is an icon? It is a symbol or representative of something. Next, look at the suffix of the word—*graphic*. A graphic is an illustration or image of some sort. From this, you can conclude that *iconographic* has to do with a representative image or symbol.

2. Reread the sentence in which the term *iconographic landscape* was used. Using what you learned from deconstructing the term, what do you think Simon means?

### Compare your response with the one on page 41.



Review “Roots, Prefixes, and Suffixes” on page 2 of your *English Language Arts Handbook*. Then check your understanding of prefixes and suffixes by answering the questions that follow.

3. A prefix added to the beginning of a root word changes the meaning of the word. Change the meaning of the boldfaced word in each of the following sentences by adding the appropriate prefix. Write the new word along with its definition in your notebook. The first one has been done as an example.
- a. The distance to the Igloolik school made it **practical** for Leah Otak and her siblings to live at home during the winter.
- The distance to the Igloolik school made it **impractical** for Leah Otak and her siblings to live at home during the winter.
- impractical: not practical
- b. Young people felt **easy** speaking Inuktitut around their elders.
- c. A **Native** student compiled the tape recordings that Leah discovered.
- d. It is easy to **pronounce** words you do not know.
- e. The students were **aware** of the new library hours.
- f. The trip to the museum had been **arranged**.
4. A suffix added to the end of a root word changes the meaning of the word. For each of the following, add an appropriate suffix to the root word to complete the sentence. Write the new word and its definition in your notebook. (Hint: Adding a suffix may change the spelling.)

- a. Many skiers visit Banff’s \_\_\_\_\_ slopes. (snow)
- b. Leah recalls many \_\_\_\_\_ experiences from her childhood. (joy)
- c. The store clerk was very \_\_\_\_\_ about digital cameras. (knowledge)
- d. Tanner’s big smile was evidence of his \_\_\_\_\_. (happy)
- e. Parts of British Columbia are very \_\_\_\_\_. (mountain)
- f. The “Return of the Sun” \_\_\_\_\_ happens in January. (celebrate tradition)



**Compare your responses with those on page 42.**

Go to page 8 of Assignment Booklet 6A and respond to questions 1 and 2 of Section 2.

In this lesson you read a tribute to a celebrity and a hero. You reflected on what makes a hero and on the influence of the media in creating heroes. Then you wrote a tribute to a personal hero. As well, you reviewed prefixes and suffixes. In the next lesson you will meet another celebrity.



## Glossary

**tribute:** an acknowledgement of an individual's accomplishments

## Suggested Responses

- Question 1. a. from *Crossroads 8*:** Although the selection explores the importance of heroes in American culture, it also qualifies as a tribute because it acknowledges Joe DiMaggio's accomplishments.

**Question 1. b. of *Crossroads 8*:** According to Paul Simon, we are fascinated by myths, stories, and allegories about "larger-than-life" individuals. He says that our lives are enriched by heroes.

You may or may not agree with Paul Simon. You must, however, be able to support your argument with sound reasoning.

**Question 1. c. of *Crossroads 8*:** Paul Simon admires Joe DiMaggio's honesty, baseball skill and talent, perseverance, and loyalty.

Can you name individuals who currently work in politics, sports, or entertainment who exhibit these qualities?

**Question 1. d. of *Crossroads 8*:** Before you respond to this question, take some time to think about how a current sports or entertainment celebrity has been treated by the media in a recent news item. Your response will be personal opinion. Be sure your response clearly explains why you feel as you do.

- Paul Simon is suggesting that his allusion to Joe DiMaggio in the song "Mrs. Robinson" enhanced Joe DiMaggio's image as a symbol in the American view.

3. a. impractical: not practical  
b. uneasy: not easy; not comfortable  
c. non-Native: not Native  
d. mispronounce: pronounce badly or wrongly  
e. unaware: not aware; did not know  
f. prearranged: arranged before; arranged ahead of time
4. a. snowy: full of snow  
b. joyful: full of joy (You might have chosen *joyless*—without joy.)  
c. knowledgeable: full of knowledge  
d. happiness: state of being happy  
e. mountainous: full of mountains  
f. celebration: performance  
traditionally: having the quality of tradition

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## Lesson 2: Fitting In

Think about a time when you felt like an outsider. What did it feel like? How did it affect your behaviour? Did this feeling eventually change? How?

Most people, at some time, feel as if they do not “fit in.” Many artists—poets, songwriters, painters, and so on—have written about or represented this experience. Singer-songwriter Kim Stockwood expresses her feelings about being an outsider in her song “Alien,” which appears on her CD *12 years old*. If you have access to this CD, listen to this song.



Turn to page 280 of *Crossroads 8*, and read the song lyrics to “Alien.” Then answer the following questions.

1. What does the word *alien* suggest to you? Write your thoughts in your notebook. Then look up the word in your dictionary.
2. Do question 1. a. on page 281 of *Crossroads 8*.
3. Compare the mood and the message of “Alien” to those of “Save the Moon for Kerdy Dickus.” To make your comparisons, create a chart like the following.

|         | “Save the Moon for<br>Kerdy Dickus” | “Alien” |
|---------|-------------------------------------|---------|
| Mood    |                                     |         |
| Message |                                     |         |

Compare your responses with those on page 52.



## Portfolio Item 6F

Do question 2 on page 281 of *Crossroads 8*.

### Using Punctuation

Kim Stockwood does not use any punctuation in her song. Without punctuation to indicate when to pause or what expression to use, readers of the song may experience some difficulty. When the song is performed, the singer's voice creates the breaks, pauses, and expression that we expect punctuation to provide.

4. **a.** Rewrite the first four verses of the song as prose, adding the punctuation that you think is needed to help the reader.
- b.** What effect does rewriting “Alien” as punctuated prose have on the song?

**Compare your responses with those on page 52.**

### Using Inclusive Language



**inclusive language:**  
language that  
does not exclude a  
person because of  
his or her gender,  
race, or age

**Mr. Channer:** In Module 2 you read two poems that dealt with the role language plays in a person's identity and how important language is in creating a sense of belonging. One way to create a sense of belonging is to use **inclusive language**. Inclusive language is language that doesn't leave an individual out because of gender, race, or age.

**Peter:** Can you give us an example?

**Mr. Channer:** Sure. Suppose I tell the class, “I want each student to bring her textbook to class tomorrow.”

**Peter:** What about the boys? You left them out when you used the pronoun *her*.

**Mr. Channer:** That's right. I used exclusive language. I excluded people because of their gender. The sentence is grammatically correct, but the language is not inclusive. How can it be changed to make it inclusive?

**Megan:** You could have said, "I want each student to bring his or her textbook to class tomorrow."

**Mr. Channer:** That is inclusive, but it is a bit awkward. Any other suggestions?

**Peter:** "I want all of you to bring your textbooks to class tomorrow."

**Mr. Channer:** Very good.

## Gender-Neutral Language

**gender-neutral words:** words that do not make reference to a specific gender

You can make your language more inclusive by using **gender-neutral words** in your speaking and writing. Gender-neutral words are those that do not refer to a specific gender, for example, *police officer* instead of *policeman*, or *worker* or *employee* instead of *workman*.

The chart that follows contains some examples of words to avoid, along with words you could use to replace them in order to make your language more inclusive.

| Words to Avoid          | Suggested Replacements                      |
|-------------------------|---------------------------------------------|
| actress                 | actor, performer                            |
| anchorman               | anchor, newscaster                          |
| chairman, chairwoman    | chair, chairperson                          |
| fellow worker           | colleague, co-worker, peer                  |
| forefathers             | ancestors                                   |
| lady doctor             | doctor, physician                           |
| man, mankind            | humanity, human beings, humankind, people   |
| postman, mailman        | postal worker, mail carrier, letter carrier |
| salesman, saleswoman    | salesperson                                 |
| weatherman, weathergirl | forecaster, weathercaster, meteorologist    |

## Pronouns and Gender

In English there is no personal pronoun to cover both genders. This can be a problem when a personal pronoun refers back to an indefinite singular pronoun (for example, *whoever*) or when the gender of the person is not important. Consider the following:

**Incorrect:** Whoever wants *their* photo taken, wait here.

**Correct:** Whoever wants *his or her* photo taken, wait here.

Using *his* and *her* too often can be awkward. Following are some strategies for solving problems with pronouns and gender:

- Change the sentence from singular to plural.

**Avoid:** Each student should bring his dictionary to the exam.

**Use:** Students should bring their dictionaries to the exam.

- Replace the pronoun with *you* or *one*.

**Avoid:** When a client uses a debit card to pay for his purchases, he should be careful that his PIN is not seen by others.

**Use:** When you use a debit card to pay for your purchases, you should be careful that your PIN is not seen by others.

**Use in formal writing:** When using a debit card to pay for one's purchases, one should be careful that one's PIN is not seen by others.



- Reword the sentence so you do not need a personal pronoun.

**Avoid:** A careful cyclist never forgets his helmet.

**Use:** A careful cyclist never rides without a helmet.

5. In your notebook rewrite the following sentences so that the language is more inclusive.
  - a. When a customer is late in returning a rented movie, she must pay an additional fee.
  - b. When interviewing a subject, be sure to ask him open-ended questions.

- c. The nurse takes care of her patients before the doctor makes his rounds.
- d. The kitten was rescued by the fireman.
- e. Consult your teacher. She will have suggestions on how to improve your writing skills.
- f. The lady policeman gave us directions.

**Compare your responses with those on page 53.**

## “The Life and Times of Diane Dupuy”

At the beginning of this lesson, you were asked to think about a time when you felt like you didn't fit in. What happened to change that feeling? Was it something that someone else said or did? Or, was it something within yourself that made that change possible?

The person that you are going to read about often did not feel included when she was growing up. Despite a troubled childhood, Diane Dupuy was able to realize her dreams. What happened to turn things around?

### *Journal Entry 6H*

“Discovering your special gift can make dreams come true.” What are some special gifts that people might have? How can knowing their special gifts make personal dreams come true?



Turn to page 282 in *Crossroads 8* and read “The Life and Times of Diane Dupuy” to find out how Diane Dupuy discovered the special gift that made her dreams come true. Then respond to the profile of Diane Dupuy by answering the following.

6. Do questions 1. a. to 1. e. on page 286 of *Crossroads 8*.

**Compare your responses with those on page 53.**



If you are interested in learning more about Diane Dupuy or the Famous People Players, there is a wealth of information available on the Internet. Use your favourite search engine and the key words *Diane Dupuy* or *Famous People Players*. You may also be interested in the books that Diane Dupuy has written. Check with your librarian for the following:

- *Throw Your Heart over the Fence*
- *Dare to Dream*
- *The Little Girl Who Did . . . What?!!!*

## Using Hyphens Correctly



Reread page 282 of *Crossroads 8*, and find three hyphenated words. What do these words suggest about using hyphens?

- Hyphens are used to divide words at the end of a line of text. They indicate that the remainder of the word follows on the next line. Words can only be divided between syllables.

Today Diane Dupuy is the founding director of her own international-  
ly successful theatre company . . .

- Hyphens are required when compound adjectives are used before a noun.

This Toronto-based theatre group employs 54 people . . .



Read "The Hyphen" on page 29 of your *English Language Arts Handbook* to find out more about when to use a hyphen.

7. Where would you hyphenate each of the following words if it appeared at the end of a line? Write your answers in your notebook. There may be more than one answer for some of the words.
  - a. backstage
  - b. puppet
  - c. celebrity
  - d. successful
  - e. entertain
8. In your notebook rewrite the following phrases, and then insert hyphens where appropriate.
  - a. some life sized puppets
  - b. a 55 centimetre high model
  - c. a developmentally challenged individual
  - d. ex football player
  - e. a short term solution
  - f. a last minute entry
  - g. a self motivated worker
  - h. like a jet propelled rocket

**Compare your responses with those on page 53.**

# Conducting an Interview

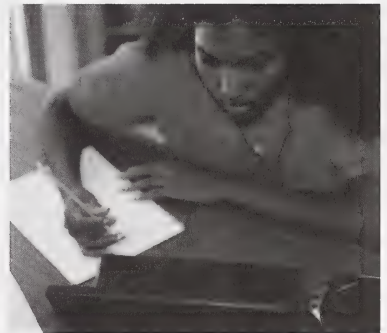
It is likely that author Catherine Rondina based her profile on an interview with Diane Dupuy. Interviews are wonderful research tools. Conducting a good interview, however, requires careful planning.

Follow these three steps to ensure a successful interview.



## Step 1: Before the Interview

- Know something about your topic. Do a little research before the interview to learn something about the subject and the **interviewee**.
- Decide what you want to find out. What kind of information do you want, and how much? This is similar to limiting your topic when you are writing a report.
- Make an appointment with your interviewee. Introduce yourself. Explain your project and approximately how much time the interview will take. Set a time and location for the meeting, and write it down. If you plan to record the interview, ask your interviewee's permission.
- Write a list of questions you want to ask. Make them clear and easy to follow. Avoid asking questions that can be answered with just “yes” or “no.” Instead, ask questions that begin with *who*, *what*, *where*, *when*, *why*, and *how*.



## Step 2: During the Interview

- Get off to a good start. Introduce yourself again. Remind your interviewee of the purpose of your interview.
- Be responsive. Look interested. Make eye contact. Ask your questions clearly. Be courteous. If, in answering a question, your interviewee mentions a topic that you would like to pursue, do not interrupt. Make a note to yourself to go back to it.

**interviewee:**  
person being  
interviewed

- Take careful notes. Write down the most important points (use running notes). If you are recording the interview, make notes to remind yourself of your unspoken thoughts.
- Get it right. If you do not understand something, ask your subject to explain. Check your notes to make sure everything is clear. Ask permission if you want to quote your interviewee directly.

#### DID YOU KNOW?

To quote or to paraphrase? A direct quotation repeats the exact words of the speaker: "I am concerned," Dr. Joshi said, "that because of our increasing demand for lumber products, particularly paper, we are destroying the forest habitat of the woodland caribou."

A paraphrase is a summary of a direct quotation: Dr. Joshi is concerned that our country's demand for lumber products is destroying the woodland caribou's habitat.

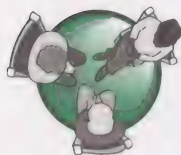
### Step 3: After the Interview

- Thank your interviewee for his or her time. Offer to give your interviewee a copy of the interview.
- Organize your material. As soon as possible, organize your notes, adding details and expanding the information while it is still fresh in your mind. If you have recorded the interview, make a word-for-word copy of the recording.
- Publish your work.

For more tips on conducting a successful interview, read page 203 of your *English Language Arts Handbook*.



As part of your assignment for this lesson, you will be asked to role-play with a partner an imaginary interview with a Canadian hero or celebrity. You may choose to interview someone from the past or from the present.



Begin thinking of a possible interviewee now. Following is a list of possibilities. You are free, however, to select someone not on the list.

Terry Fox  
Chief Poundmaker  
David Suzuki  
Beckie Scott  
Roberta Bondar  
Jordin Tootoo  
John Ware  
Nellie Cournoyea

Lois Hole  
Louis Riel  
Wayne Gretzky  
Tantoo Cardinal  
Keanu Reeves  
Shania Twain  
Lynn Johnston  
Simon Whitfield

Tommy Douglas  
Chantal Petitclerc  
Dr. Frederick Banting  
Lucy Maud Montgomery  
Craig Kielburger  
Mike Weir  
Avril Lavigne  
Catriona Le May Doan



If you are still having difficulty deciding on a person to interview, do some online research using your favourite search engine and the key words *Canadian heroes* or *Canadian celebrities*.

When you have decided on the hero or celebrity you wish to interview, answer the following questions.

9.
  - a. Name the person you are interviewing.
  - b. Imagine you are contacting your interviewee to set up an appointment for the interview. Write out how you will introduce yourself. In your introduction include an explanation of your assignment and the projected time for the interview.
10.
  - a. Write five questions you want to ask.
  - b. Supply answers for your interview questions.

**For helpful comments, refer to page 54.**

Go to page 11 of Assignment Booklet 6A and respond to questions 3 and 4 of Section 2.



In this lesson you read and responded to two different texts: a song by Kim Stockwood and a profile of Diane Dupuy. You examined the use of inclusive language, investigated using hyphens correctly, and acquired some strategies for conducting a successful interview. You had an opportunity to practise these strategies by role-playing an imaginary interview with a Canadian celebrity.

# Glossary

**gender-neutral words:** words that do not make reference to a specific gender

**interviewee:** person being interviewed

**inclusive language:** language that does not exclude a person because of his or her gender, race, or age

## Suggested Responses

1. Thoughts about the word *alien* will, of course, vary. Here is one student's response:

To me the word *alien* suggests little green people from outer space. Or else, a person from a foreign country. I guess either way it suggests an outsider.

Did any of the dictionary definitions for *alien* surprise you?

2. **Question 1. a. from *Crossroads 8*:** The songwriter refers to herself as an alien because she feels like an outsider.
3. Compare your chart with the one that follows:

|         | "Save the Moon for Kerdy Dickus"                          | "Alien"                                                               |
|---------|-----------------------------------------------------------|-----------------------------------------------------------------------|
| Mood    | The mood is somewhat humorous, almost ironic.             | The mood is one of dismay and alienation.                             |
| Message | The unfamiliar may create confusion and misunderstanding. | Sometimes a person may feel as if he or she does not fit in anywhere. |

4. a. Rewritten prose versions may vary. Following is one possibility:

There's people everywhere. New Year's Eve in Times Square—surrounded by all these souls, so why do I feel all alone? Why don't I fit in? Am I not one of them? Am I an Alien? I swear to God I am dropped here from another planet. You know I don't belong, and I want to go home. Can anybody help me find my way? Will I ever find my home? Is there a handbook I should've read? Instructions I didn't get? 'Cause sometimes this place just makes no sense. Is it all some big experiment?

- b. Did you find it easier to read the song as punctuated prose? How does rewriting "Alien" as punctuated prose affect the poetry of the song? Does changing the "shape" affect the emotional impact?

5. Sentences may vary. Following are possibilities:

- a. When a customer is late in returning a rented movie, he or she must pay an additional fee.  
When customers are late in returning rented movies, they must pay an additional fee.  
Customers who are late in returning a rented movie must pay an additional fee.
- b. When interviewing a subject, be sure to ask open-ended questions.  
When interviewing, be sure to ask your subject open-ended questions.
- c. The nurse takes care of patients before the doctor makes rounds.
- d. The kitten was rescued by the firefighter.
- e. Consult your teacher for suggestions on how to improve your writing skills.
- f. The police officer gave us directions.

6. **Question 1. a. from *Crossroads 8*:** Diane Dupuy felt like an outsider in school because she was teased and bullied by her classmates. At home, she was locked in a dark basement by her father for failing at school. She learned to cope with this feeling of isolation by playing with her puppets.

**Question 1. b. from *Crossroads 8*:** Two possible turning points in Diane's life were when she was hired by the department store to perform a puppet show and when comedian Bill Cosby told her about black light.

**Question 1. c. from *Crossroads 8*:** The group is unique because it is made up of developmentally challenged men and women.

**Question 1. d. from *Crossroads 8*:** Perhaps these people are so supportive because they admire what Diane Dupuy has done with her "special gift." She has realized her dreams and enabled others to realize their dreams too.

**Question 1. e. from *Crossroads 8*:** We all have special gifts and dreams. Do not let problems or hardships get in the way of fulfilling your dreams.

- 7.
  - a. back-stage
  - b. pup-pet
  - c. ce-lebrity or celeb-rity or celebri-ty
  - d. suc-cessful or success-ful
  - e. en-tertain or enter-tain
- 8.
  - a. some life-sized puppets
  - b. a 55-centimetre-high model
  - c. a developmentally challenged individual (No hyphen is needed; *developmentally* is an adverb.)
  - d. ex-football player
  - e. a short-term solution
  - f. a last-minute entry
  - g. a self-motivated worker
  - h. like a jet-propelled rocket

9. a.–b. Once you have chosen the person you wish to interview, you will probably need to do a bit of research to gain some background information about him or her. You will also need to decide on your purpose for interviewing the individual. Is it to write a profile? To learn the interviewee's opinion on some matter? To write a biography of the interviewee? As well, you will need to decide who will be your audience for your published work. Teens? Younger children? The general public? Finally, you must estimate how long the interview will take. Once you have made these decisions, you can write out your introduction. You are now prepared to contact your interviewee!

10. a. Make your questions clear and simple. Ask open-ended questions as opposed to those that can be answered with a simple “yes” or “no.” Look at the following examples. The first question can be answered “yes” or “no” without detail.

**Interviewer:** Dr. Joshi, is our increasing demand for lumber products destroying the forest habitat of the woodland caribou?

**Interviewee:** Yes.

Instead, ask questions that will prompt a detailed response. The following question cannot be answered with a mere “yes” or “no.”

**Interviewer:** Dr. Joshi, what can be done to save the habitat of the woodland caribou?

- b. Because your interview is imaginary, the answers for your interview questions will, of course, be made up. Although your answers will be imaginary, try to make them plausible.

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## Section 2 Conclusion

How important are heroes? Do we really need them? Why are we so interested in the lives of celebrities? Do the media determine who our heroes and celebrities are? These are just a few of the questions that you thought about in this section.

In Lesson 1 you discussed what makes a hero and whether heroes are important to us. You then read a tribute to a hero of popular culture that was written by a celebrity. In “Here’s to You, Joe DiMaggio,” musician Paul Simon reflects on the importance of heroes. He suggests that heroes give us inspiration. You responded to Simon’s tribute by writing a tribute to a personal hero. As well, in this lesson, you practised using prefixes and suffixes to help determine the meaning of new terms.



In Lesson 2 you explored a song by Kim Stockwood that dealt with the feelings that are experienced when a person does not “fit in.” This led to a profile of Diane Dupuy who, as a child, felt like an outsider, but who used her special gifts to overcome these feelings and to realize her dreams. Encouraged by her mother and several celebrities, Diane Dupuy has become a celebrity herself as the founder of Famous People Players. In working through this lesson you explored the importance of using inclusive language in your writing and speaking. As well, you investigated the correct usage of hyphens. You were also given tips for conducting a successful interview. You put these tips to use when you “interviewed” a Canadian celebrity.

You should now have some idea of the role heroes and celebrities play in popular culture. You will continue your exploration of the media and popular culture in the next section with an examination of the impact of advertising.

## Section 3

### The Power of Advertising

It's everywhere. On buses, in movie theatres, on our clothing, on the Internet, at hockey arenas, on television and radio, in newspapers and magazines, on highway signs—you can't get away from advertising. Studies show that North Americans are exposed to 3000 ads per day. Even outer space is not safe from advertising. In 2000, the Russian space program launched a rocket bearing a huge Pizza Hut logo.

Some experts claim that advertising distorts reality. They say that advertising plays upon our fears and our desire to be accepted. Others believe that advertising plays an important role in promoting economic growth in our society. Whether advertising is good or bad depends on your point of view. It is important, however, to examine advertising critically and to be aware of the “tricks of the trade.” In this section you will take a behind-the-scenes look at advertising. This should help you become a more critical consumer. You will read a comic strip, a satirical essay, and a memoir as you explore the power of advertising.

As you work through Section 3, you will

- analyze advertisements
- practise critical-thinking skills
- explore the use of irony
- develop an ad
- investigate using interjections
- continue to add items to your portfolio

When you have completed Section 3, you should be more aware of the role of the media in advertising and of the impact advertising has on popular culture and on you personally.



## Lesson 1: Advertising in the Media

### *Journal Entry 61*

- Are there any magazine advertisements taped to your locker? If so, what aspects of them are appealing to you?
- Do you own any clothing that advertises? Why would the manufacturer want you to wear these clothes?
- What is your favourite TV commercial? Why? What TV commercial do you dislike the most? Why?
- How much attention do you pay to TV ads? Do you change the channel when ads come on? What about ads in magazines? Do you ever give them more than just a glance?
- Do you find yourself humming or singing a tune from an advertisement? Which ones?
- How are you influenced by advertisements?

Advertisements are designed to influence people's behaviour by persuading them to choose a certain product or service. Advertisers research the particular type of person who is in the market for their product. They then design their advertisement with this type of person in mind. This technique is called **targeting**.

**targeting:** a technique used by advertisers to determine the appropriate audience for a product

#### DID YOU KNOW?

In every hour of television programming aimed at children, there are eight minutes of advertising. For every minute of advertising, hundreds of hours of research have gone into studying what makes kids want things.



Some products, such as cereal, gasoline, shampoo, and toothpaste, are essentially the same; consequently, advertisements for this type of product do not give precise information about the product. Instead, the advertisers try to create an image for their products. They rely on pictures and a few words to set the mood.

On the other hand, advertisements for products such as mechanical items, electrical appliances, or electronic devices usually describe each feature of the product in detail. This type of advertisement appears to give the consumer a lot of information. You must realize, however, that a good advertiser can make rather dull features of everyday products sound marvellous. Look at the following advertisement for an example of this technique:

An advertisement for a broom. The background is a light gray with a faint image of a broom. The headline is "There is no broom in the world like . . . Bristle Broom!". Below the headline is the text "Compare these fantastic features . . .". To the left of the broom image is a bulleted list of features. To the right is a list of descriptive text points.

*There is no broom in the world like . . .*

# **Bristle Broom!**

Compare these fantastic features . . .

- energy efficient
- always ready for use
- completely portable
- lightweight design and construction ends inconvenience of finding a plug-in nearby
- very reasonably priced

Heavy duty loop lets you attach the broom conveniently to a hook.

Handle is in a beautiful wood finish, the same finish found in expensive furniture.

Unique binding is made to withstand wear and to hold together all the bristles.

500 matching all-natural bristles specially designed to remove all dirt particles from your floor.

## The Science of Advertising

Advertising is a multibillion-dollar industry. Advertisers use marketing agencies to study the attitudes of audiences through sampling techniques, interviews, and various kinds of polls. This information-gathering process is called market research. Through such in-depth analysis of your behaviour, advertisers learn about your wants, fears, and spending habits. They use this knowledge to develop elaborate campaigns to manipulate your attitudes.

Advertisers employ agencies that conduct demographic studies—studies of human populations. These agencies measure the viewing habits of the public to determine the age, gender, income, and education of audiences. This information is sold to advertisers who use it to make decisions about their commercials.



**Mario:** Can you give us an example of market research?

**Ms. Elias:** Sure. Have you noticed all the “clear” products around these days? Clear soap? Clear pop? Clear—well, you name it. That’s all because market researchers determined that people equate “clear” with “pure.”

**Nellen:** Oh, I get it. Advertisers create ads to make sure people keep on thinking that clear products don’t have as many chemicals in them.

**Ms. Elias:** Right.

Advertisers use appeals to convince you to buy a particular product. Appeals target your emotions. Following are some examples:

- **Appeals to vanity** hint that you will be more successful, more popular, more beautiful, more sophisticated, or more respected if you buy their products.
- **Appeals to practicality** stress the savings in time or money.
- **Scientific appeals** use scientific-sounding words to persuade you that scientific research backs up their claims about their product.
- **Testimonial appeals** use famous people such as movie stars or athletes to endorse a product. The advertisers hope that consumers imitate the behaviour of these well-known people and purchase the products.
- **Bandwagon appeals** suggest that everyone is using the product and that you will be left out if you do not join them.

#### DID YOU KNOW?

The term *bandwagon* came from the practice years ago of including a brightly decorated wagon for a band to ride on during parades. People along the parade route were sometimes encouraged to jump on the bandwagon and ride along.

## Techniques of Persuasion

Some advertisements use words such as *virtually*, *lasts up to*, *as much as*, and *helps* that make insinuations rather than definite promises. These kinds of words are called weasel words. They are words that appear to promise something, but when you look closely you realize they do not. Look at the examples that follow:

- KEEPS-BUGS-AWAY *helps* protect you from mosquitoes.  
(The suggestion is the product will protect you. In fact, the advertiser is not promising complete protection.)
- FRESH MINT lasts *up to* ten times longer.  
(Lasts longer than what? The suggestion is the product will last a long time. In fact, the advertiser does not state exactly how long it will last.)
- ZINGER will improve your car's performance by *as much as* 40%.  
(The suggestion is your car's performance will improve 40 percent if you use this product. In reality, the phrase *as much as* does not promise this; the improvement may only be a much lower percentage.)
- ALL CLEAN makes cleaning *virtually* trouble free.  
(The suggestion is the product will make cleaning trouble free. In fact, the advertiser is not guaranteeing trouble-free cleaning.)



1. Check your understanding of the techniques of persuasion by determining the type of appeal used in each of the following ads.
  - a. Join the crowd, and enjoy the taste of Mountain Stream Cola.
  - b. Garglex is recommended by more dentists.
  - c. Joe Football uses Klondike Spring Cologne.
  - d. Save time and money with the new EZee office organizer.
  - e. Heads will turn when you wear a Napier diamond.

**Compare your responses with those on page 70.**

# Advertising in Newspapers

About 60 percent of the space in a newspaper is devoted to advertising. Almost every page of a newspaper contains some advertising. In addition, a special section of the paper called the classified section, or simply the **classifieds**, is almost entirely advertising.

Advertisers who purchase space in the classified section are charged by the number of words in their advertisement. These ads, therefore, often do not contain complete sentences; only essential words are used. Abbreviations are used to save space.



**classifieds:**  
a section of  
a newspaper  
consisting of short  
advertisements

Following are some abbreviations that are frequently used in car ads:

| Abbreviation | Meaning             | Abbreviation | Meaning                       |
|--------------|---------------------|--------------|-------------------------------|
| exc. cond.   | excellent condition | w/rear spkr. | with rear speaker             |
| conv.        | convertible         | ac.          | air conditioning              |
| int.         | interior            | k or km      | kilometers or 1000 kilometres |
| dr.          | door                | cyl.         | cylinder                      |
| PL           | power locks         | obo          | or best offer                 |
| PW           | power windows       | war. avail.  | warranty available            |
| PS           | power steering      | rem. st.     | remote start                  |
| PB           | power brakes        | w/           | with                          |
| auto.        | automatic           | spd.         | speed                         |

2. In your notebook rewrite the following advertisement from the classified section of a daily newspaper without using abbreviations.

1995 SUNBIRD 2 dr. coupe, PS, PB, PL, auto., 6 cyl.,  
ac., white w/red int., 151 k, \$4250 obo. 434-1289

3. In your notebook rewrite the following advertisement using abbreviations.

I have a 1998 PONTIAC convertible for sale. It has power steering, power brakes, and power locks, and air conditioning. It has a six-cylinder motor and a five-speed transmission. This car is in excellent condition. It has low mileage. I am asking \$7500. Please phone 987-4321.

**Compare your responses with those on page 70.**

## Magazine Advertising

The writers of magazine advertisements size up the particular audience that is in the market for their product. With their target audience in mind, these advertisers design ads using the appropriate language, images, and colour.

4. Examine the magazine ads that follow. Name the specific audience for which each ad is intended. Support your opinion by analyzing both the word choices and the images.

a.

How buying a *Beattie belt*

**CHANGED MY WAY OF LIFE**

I was a 17-year-old nobody with glasses and a zillion freckles and a pug nose and skinny legs and a flat chest and nobody loved me.

It was a **Beattie belt** that made all the difference.

I put it around my waist and **ZOWIE**, lights went on in my head. I saw a blaze of floodlights dancing around me and a million faces gazing up at me.

**TODAY A BELT. TOMORROW THE WORLD.**

b.



**MACHIAVELLI MAGNUS 2000**  
*For the hard-driving man.*

If you're the kind of man that responds to the adventure of a performance car, grab hold of Magnus 2000. Magnus has the low, lean look that tells you exactly what it is—a performance machine. This go anywhere, do anything Magnus 2000 can say a lot about the man who drives it. When you take off in your Magnus 2000, there's one thing for sure, you'll be remembered . . . as the hard-driving man.

# MACHIAVELLI MAGNUS 2000

**Compare your responses with those on page 70.**

## Television Advertising

Print advertisers must rely on printed words and pictures to convey their messages. Television has the advantage of audio (sound) and video (moving images). Because viewers can easily flip to different channels when commercials come on, television advertisers work hard to make their ads entertaining and compelling.

A television ad needs to reach the greatest number of people likely to be interested. It must be as attractive as possible. It must convey essential information. Following are some general guidelines for successful television advertisements.

- **Visual appeal.** The main emphasis is on visual appeal. Most viewers remember what they see more than what they hear.

- **Simplicity.** Television ads aim to express one main idea that is clear and easy to understand.
- **Quick interest.** The first five seconds of a television ad are the most important. It is during this time that the ad must grab the viewer's attention and create interest in what is going on.
- **Action.** Action shots catch viewer attention faster than static shots.
- **Repetition.** Repeating the same key phrases make understanding the commercial easier. Saying it more than once also drives the point home.
- **Sound.** Sound or music must match the visual image.
- **Name registration.** An ad may be engaging and interesting, but if the consumer cannot remember the name of the product, it is not effective.



To ensure that consumers remember the name of their products, television advertisers use the following techniques:

- Mention the name within the first five seconds and at least three more times during the commercial.
- Use the same music with every commercial. How many products do you associate with a piece of music?
- Repeat the **slogan** until it is readily recognized by the viewing audience.

**slogan:** a phrase used repeatedly, as in advertising or promotion

Effective television ads must accomplish a great deal in order to capture and keep the viewer's attention.



**Ms. Elias:** There are lots of devices that TV advertisers use to arouse your interest. The four main ones are pictures, colour, music, and catchy slogans.

**Nellen:** I can see that pictures would be effective. Everyone likes to look at pictures.

**Ms. Elias:** That's right. Pictures can inform, remind, or persuade. But most of all, they get your attention. They often really have nothing to do with the product advertised; they focus on things like good looks, shiny hair, and new cars.

**Mario:** I know what you mean. If you look at fast-food commercials, for example, you'll see all these slim good-looking young people having a great time. Nobody looks overweight or unhealthy.

**Ms. Elias:** Good point. The advertisers don't want you thinking about things like gaining weight and getting out of shape when you use their product.

**Nellen:** How is colour used?

**Ms. Elias:** Colour can be used very effectively to catch your eye. It can also set the mood. Warmth and coolness, for example, are both easily emphasized through colour.

**Jamal:** The third way, music, seems pretty straightforward. Everyone knows the tunes of commercials.

**Ms. Elias:** That's true. These tunes, or jingles, as they're often called, are another way of commanding attention and establishing mood. Jingles may be so appealing and so often heard that they automatically come to mind when a product is mentioned, even long after the promotion is off the air.

**Megan:** Tell us about the last method—slogans.

**Ms. Elias:** A slogan is a catchy, often-repeated phrase that ties a product or cause to an idea people feel strongly about. It may be a bumper sticker telling people, "If you drink, don't drive," or an ad campaign proclaiming, "Dogs love Slurpo."

5. Write a slogan for each of the following products. Try to think of specific claims or appeals that you would like to use.

a.



c.



b.



d.



Compare your responses with those on page 70.

Other attention-getting devices used by advertisers that you have probably seen used in print and in television advertising include the following:

- **Humour.** Advertisers may use a comical character, cartoon, or a humorous story to attract attention. The bumbling, incompetent “authority” promoting a product is one popular form of advertising. Can you think of other advertising techniques that use humour?
- **Sales.** Everyone likes to save money, and most people are attracted to anything that promises to be a good deal.
- **Bigger-than-life products.** Many advertisements exaggerate the size of a product to catch your attention. For example, in car ads, the cars are generally larger in proportion than anything else in the picture.

### *Portfolio Item 6G*

Keep a log of all the television ads you see over a period of three days. Design a chart in which you list all the products advertised, the techniques used, the target audiences, and your responses to the ads. Then use your data to draw conclusions about television advertising. How effective do you think it is? Discuss your findings and conclusions with others to discover if they respond to television advertising the same way you do.

## Evaluating the Message

By now you are familiar with many of the techniques used by advertisers to sell their products. That does not mean that you will not be influenced by ads, but it should mean that you will respond to them more critically than you did before. In responding more critically, you will be more likely to see through any manipulative devices that are being used.

Critical thinking is not a skill that develops overnight. As with other skills, you need to practise in order to become good at it. Because most advertising combines pictures and words, you must be able to analyze both the visual and verbal components of advertisements.

- **Visual component.** Remember that the pictures in advertisements are meant to grab your attention. Advertisers know that people spend on average only two to three seconds looking at an ad, so they must get their message across in a hurry.
- **Verbal component.** Look for any of the persuasive techniques that you have studied. Are there examples of weasel words, testimonials, slogans, and so on?

Following is an illustrated advertisement similar to the kind appearing in magazines and newspapers. Examine it carefully; then answer the questions that come after it.

# Introducing “*Insta-Tan*”

## The Revolutionary New Tanning Marvel

### ***Insta-Tan***

“The Quick Tan Solution”

World-renowned actor Chuck Beefcake speaks out about Insta-Tan.

“Like many of you, I, too, was concerned about exposing my skin to harmful ultraviolet rays. Now my worries are over, and so are yours. With Insta-Tan you can enjoy the sunshine and the tan you’ve always dreamed of. Your girlfriend will love you for it.”

Don’t you deserve a tan like Chuck’s?



What’s the Insta-Tan secret? It’s the result of an amazing breakthrough in scientific research.

Insta-Tan’s special formula helps block the sun’s harmful rays up to 99%, while allowing the gentle tanning rays through.

A black and white photograph of a smiling man in a wetsuit holding a surfboard. In the foreground, a bottle of Insta-Tan is visible, with a pair of sunglasses resting on its label. The background is a beach scene.

After just one application of *Insta-Tan*!

*“Totally safe!” says Dr. Mel Anoma, dermatologist at the Alberta Institute for the Tanned and Semi-Tanned.*

*Join the crowd and come on down to the beach! Enjoy that youthful look once again with Insta-Tan!*

Insta-Tan is made by Carcinoma Indust proudly serving Albertans since 2002.

6. Find one example of each of the following techniques in the text of the “Insta-Tan” advertisement.
  - a. bandwagon appeal
  - b. weasel words
  - c. testimonial
  - d. scientific appeal
  - e. appeal to vanity
7. List two statements of fact that appear in the ad. Remember that statements of fact can be proven true or false.
8.
  - a. What is the product slogan?
  - b. What message does it communicate?
9. To what extent is this ad deceptive? Explain by making direct reference to the ad.
10. Who do you think is the target of this advertisement?

**Compare your responses with those on page 71.**

### *Journal Entry 6J*

Think about three advertisements that you feel are particularly effective. Why, in your opinion, are they successful?

Go to page 1 of Assignment Booklet 6B and respond to question 1 of Section 3.

You’ve covered a great deal of material in this lesson. You investigated techniques that are used by advertisers in newspapers, magazines, and television. As well, you practised using critical-thinking skills to evaluate ads. In the next lesson you will continue to examine the influence of advertising on our society.



# Glossary

**classifieds:** a section of a newspaper consisting of short advertisements

**slogan:** a phrase used repeatedly, as in advertising or promotion

**targeting:** a technique used by advertisers to determine the appropriate audience for a product

## Suggested Responses

1.
  - a. bandwagon appeal
  - b. scientific appeal
  - c. testimonial appeal
  - d. appeal to practicality
  - e. appeal to vanity
2. 1995 SUNBIRD 2 door coupe, power steering, power brakes, power locks, automatic, 6 cylinder, air conditioning, white with red interior, 151 000 kilometres, \$4250 or best offer.
3. 1998 PONTIAC conv., PS, PB, PL, ac, 6 cyl., 5 spd., exc. cond., low kms, \$7500. 987-4321
4.
  - a. This ad is probably intended for a young person, possibly a teenager, who wants to popular. The mention of the “17-year-old nobody” and the language suggest the ad is intended for a young audience.
  - b. This ad is most likely intended for a man who likes powerful cars and who can afford a higher-end car. The picture suggests speed and power. The text also seems to suggest that buyers of this car belong to an exclusive group that make others take notice.
5. Slogans will vary. Following are possibilities.
  - a. Blue Sky Airlines: “For Those Who Fly Above the Rest”

This slogan would appeal to people’s vanity—to the idea that if you fly Blue Sky Airlines, you are superior to others.
  - b. Hercules Sportswear: “The Official Sportswear of the National Mountain Bike Team”

This endorsement by a recognized association stresses the product’s reliability.
  - c. Lori’s Trucking: “Serving Albertans Since 1955”

The slogan stresses the longevity of the company, which would increase consumer confidence in the company.

d. Lake Marie Ski Hill: “Treat Yourself to a Ski Holiday”

This slogan appeals to the consumer’s desire to have a break and feel good.

6. Responses may vary. Following are possibilities:

- a. Join the crowd and come on down to the beach.
- b. . . . special formula *helps* block the sun’s rays *up* to 99%.
- c. World-renowned actor Chuck Beefcake speaks out about Insta-Tan.
- d. “Totally safe!” says Dr. Mel Anoma, dermatologist.
- e. Enjoy that youthful look once again with Insta-Tan!

7. Again, responses will vary. There are not many statements of fact—statements that can be proven true or false—in this ad. Here are possibilities:

- actor Chuck Beefcake
- Dr. Mel Anoma, dermatologist at the Alberta Institute for the Tanned and Semi-Tanned
- Insta-Tan is made by Carcinoma Industries
- Insta-Tan has been in business since 2002

8. a. “The Quick Tan Solution” is the slogan.

- b. The message here is the product is fast acting. There is no need to wait for a tan anymore. The slogan plays upon people’s desire for quick results.

9. This ad is deceptive because it is unclear exactly how the product allows a person to tan faster and more safely. What is the special formula that it refers to? Insta-Tan blocks “rays up to 99%.” Does that mean 95 percent or 25 percent? Under what conditions can this percentage change?

10. The target audience is likely those people in their early middle years who would like to recapture their youth.

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## Lesson 2: "Running Shoe Run-Around"



Have you ever "had to have" a certain brand of running shoes? If so, what was it that made that particular brand so desirable? Was it because they were better than other brands? Or, was it because they were the "in" shoe?



Cartoonist Lynn Johnston explores these questions in the text that you are about to read. Turn to page 288 in *Crossroads 8*, and read the comic strip "For Better or For Worse." Then respond to the following questions.

1. Michael "sells" his mother on the new sneakers. What advertising techniques does he use to convince her to buy him the sneakers?
2. The situation in the comic strip is something that might occur in real life. What makes the incident humorous?

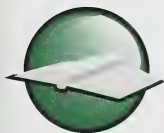
**Compare your responses with those on page 75.**

### *Journal Entry 6K*

Think about a product you have purchased recently. Do you have a preference for certain brands of products? Does advertising influence your choice of brand? What new products have you thought about trying because of an advertisement? If so, what was it about the advertisement that captured your attention?

## A Satirical Essay

In the cartoon strip that you just read, Lynn Johnston uses situational irony to make a point and to create humour. Situational irony occurs when a set of circumstances turns out differently from what the reader expects or anticipates. The next selection that you are going to read also uses situational irony. “Running Shoe Run-Around” is a satirical essay. You were introduced to irony and satire in Module 5: Section 1, Lesson 2. You may find it helpful to review the information on satire and irony before you go on.



“Running Shoe Run-Around” starts on page 289 of *Crossroads* 8. Before you begin reading, examine the advertisements that are used to illustrate the selection. As you read, remember to record in your vocabulary log any new words you encounter.



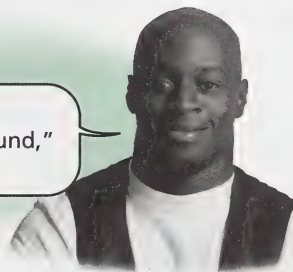
It's time to sit back and enjoy Arthur Black's "Running Shoe Run-Around."

### About the Author

Arthur Black is a well-known Canadian humorist. For 19 years, he was the host of *Basic Black*, a quirky and humorous weekly show broadcast by CBC radio. As well, he writes a syndicated newspaper column and is the author of several books. Many of Arthur Black's newspaper columns and radio monologues have been posted on the Internet. Use your favourite search engine and the key words *Arthur Black* to search for another essay by Black.



Now that you have read Arthur Black's opinion in the "Running Shoe Run-Around," respond to the following questions.



3. Do questions 1. a. and 1. b. on page 293 of *Crossroads* 8.



4. With a partner, examine the advertisements and layout of “Running Shoe Run-Around.” Discuss how the ads and the text work together.
- What messages do the ads send?
  - How do the ads support the message of the essay?

**Compare your responses with those on page 75.**

### *Journal Entry 6L*

Do you think the advertisements that were used to illustrate “Running Shoe Run-Around” are effective? Why or why not? What would you change about these ads to make them more effective?

### *Portfolio Item 6H*



With a partner or a small group, design an ad for the ideal running shoe. Your shoe can be as far-fetched and unique as you like. Label your drawing to show what the benefits and special features are. Indicate who would wear this new running shoe. When you have completed your ad, reflect on your work with your group. What part of the project worked well? What group skills did you use? What group skills do you need to work on?

Go to page 3 of Assignment Booklet 6B and respond to questions 2 and 3 of Section 3.



In this lesson you read two selections that commented on the influence of advertising on the consumer. You discovered how irony can be used to create humour and to make a point, and you had the opportunity to create a running shoe ad. In the next lesson you will read a memoir about responding to an advertisement.

## Suggested Responses

1. Michael uses the bandwagon appeal—"Everybody's got them."—and the scientific appeal (he describes in great detail all the beneficial technical aspects of the shoe).
2. The incident is humorous because it turns out differently from what the reader expects. In his appeal to his mother to buy the sneakers, Michael leads her—and the reader—to believe that he is involved in all sorts of athletic activities that require special, high-tech sneakers. The last panel of the comic strip shows the "kinds of things" he does. He hardly needs specialized shoes to use as brakes for his bike.
3. **Question 1. a. from *Crossroads 8*:** The tone of Black's essay is humorous and ironic.

**Question 1. b. from *Crossroads 8*:** The point or message of the essay is that advertisers have talked consumers into buying more than they really need. Arthur Black uses irony to get his point across.

4.
  - a. The ad sends the message that if you are to be a successful athlete, you need running shoes that have the latest technology.
  - b. The ads use words that promote the latest developments in running shoe technology and pictures that suggest winning to support the message of the essay.

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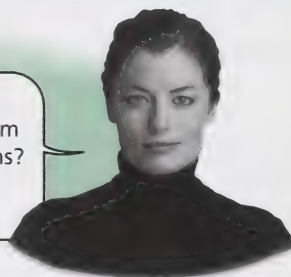
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## Lesson 3: "Fool Proof"

### *Journal Entry 6M*

You have probably noticed ads that appear in the back of comic books or some magazines. Why do you think people are attracted to these ads? What do you think lures them to consider purchasing a product by mail order? Is it the actual product or the supposed savings? Or, is there another reason?

Have you ever been tempted to order an item through a mail-order ad? Did the item you purchased live up to your expectations? In this lesson you will read about one family's experience with a mail-order ad.



Turn to page 295 in *Crossroads 8* and preview the memoir "Fool Proof." Scan the selection quickly noting any words or phrases that might suggest a time or place. Look at the illustration that accompanies the memoir. Does it give any clues as to the setting of the selection?

1. Based on your previewing of "Fool Proof," write one or two sentences in your notebook speculating on the setting of the memoir.

**Compare your response with the one on page 79.**

Now read "Fool Proof" to discover if your predictions were right.

### *Portfolio Item 6I*

Design a mail-order ad that might be found in a magazine. Think about the target audience, purpose, message, and any images you might use. Design your ad with a coupon for mailing.



**Ms. Elias:** “Fool Proof” takes place in the 1930s or 1940s. The selection contains a number of terms and images that indicate this to the reader. Take a few minutes to look through the memoir to find some of these words, phrases, or images.

**Megan:** The father bought his glasses at the Five-to-a-Dollar store for 75 cents. Glasses cost a lot more than that now. Plus, most people go to an optometrist for their glasses.

**Jamal:** Yeah, and I don’t think we have any Five-to-a-Dollar stores.

**Ms. Elias:** Five-to-a-Dollar stores were commonplace in the ’40s and ’50s. Are there any other indicators that the story takes place at an earlier time?

**Nellen:** They used a wood burning stove, and they kept their savings in a blue sugar bowl. Also, the father put two one-dollar bills in the envelope. We don’t have one-dollar bills.

**Peter:** I don’t know if people nowadays use coal oil to kill potato bugs. They probably use a bug spray of some kind.

**Mario:** There probably is no such newspaper as the *Ottawa Farm Journal* any more. It seems to me more likely that a newspaper from Ottawa would have something to do with the city or the government rather than with farming.

**Ms. Elias:** I am impressed. You people are very observant.

2. Think about how the words and phrases that the students mentioned help to build the setting of the memoir. How would the memoir change if the words were changed to reflect the language of today?

**Compare your response with the one on page 80.**

## Analyzing an Illustration

Publishers of textbooks like *Crossroads 8* often illustrate the selections with photographs or drawings. Such illustrations may give clues as to the content of the selection or, in the case of stories, help to establish the setting. Examine the illustration on page 296 of *Crossroads 8*, and then respond to the following.

3. What part of the selection is represented by the illustration?
4. What additional information about the story can you infer from the picture?
5. What does the illustration tell you about the family?
6. a. How has the artist used such elements as colour, line, shape, and size to create the illustration?  
b. What impact do these elements have on the viewer?

**Compare your responses with those on page 80.**

### *Portfolio Item 6J*



With a small group, do question 2 on page 298 of *Crossroads 8* to improvise a scene from the memoir “Fool Proof.”

## Using Interjections

**interjections:** expressions of emotion, such as surprise or sorrow, with no grammatical connection to what precedes or follows it

**Interjections** are exclamatory words that express emotion such as surprise, shock, delight, or sorrow. We use interjections all the time in informal speech and in day-to-day conversations. Some commonly used interjections include *hey*, *wow*, *ouch*, or *okay*. Interjections are used in informal writing, but they are usually not acceptable in formal writing.

Mild interjections are usually followed by a comma. Following are examples:

- Well, what have we got here?
- Okay, you can come.

Stronger interjections are followed by an exclamation point. Following are examples:

- Ouch! That hurt!
- No way! That is so unfair.



7. Decide whether the interjections in the following sentences are mild or strong. Then in your notebook rewrite the sentences adding the necessary punctuation and capitalization.
- a. Stop I don't want to hear about it.
  - b. Hey don't run in here.
  - c. Oh dear she fell down again.
  - d. Yippee we're going to Disneyland.
  - e. Oh no my goldfish is dead.
  - f. Oh is that right?



**Compare your responses with those on page 80.**

Go to page 4 of Assignment Booklet 6B and respond to questions 4 and 5 of Section 3.



In this lesson you continued to examine the influence of advertising by reading a memoir in which a father responds to a mail-order ad. You also analyzed an illustration and examined the use of interjections.

## Glossary

**interjections:** expressions of emotion, such as surprise or sorrow, with no grammatical connection to what precedes or follows it

## Suggested Responses

1. Responses will vary. Following is one student's ideas about the setting:

Based on the information I gathered in previewing the selection, I think it takes place a long time ago, maybe in the '40s or '50s, on a farm. This is suggested by the reference to the *Ottawa Farm Journal* and the mention of "this here farm." I think it took place a long time ago because the picture shows old-fashioned clothing and an old-style lamp.

2. Again, responses will vary. Following is one student's comment:

If the words were changed to reflect the language of today, the memoir would lose its impact. For one thing, in today's electronic world the father would likely order the device online. There would not be the same feeling of anticipation as in mailing the order form and waiting for it to arrive. Also, I don't know if someone in an updated version would be taken in by such an ad.

3. The part of the selection represented by the illustration is where the father sees the ad.
4. You can infer from the picture that the selection is set on a farm (a barn and silo can be seen through the window), and it takes place before electricity was used.
5. The illustration tells you there is a mother, father, and three children in the family. They appear to have a simple but comfortable home.
6. a. The artist has used colour and line to draw the viewer's attention to certain aspects of the picture. Most of the colour has been used on the family's clothes. This draws your eye to them. The lines of the chairs, the cupboard shelves, and the crosspieces of the window also direct your eyes to the family. The round shape of the people's eyes contrasts with the straight lines. The father is much larger in size than the others, and this seems to emphasize his position as the authority figure in the family.
- b. The main impact of these elements is that it focuses the viewer's attention on the family.
7. a. Stop! I don't want to hear about it.  
b. Hey! Don't run in here.  
c. Oh dear, she fell down again.  
d. Yippee! We're going to Disneyland.  
e. Oh no! My goldfish is dead.  
f. Oh, is that right?

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## Section 3 Conclusion



How much influence does advertising have on the decisions you make about the products you purchase? In this section you explored the power of advertising in our society.

In Lesson 1 you examined some of the techniques used by advertisers to influence prospective consumers. You explored a variety of ads from different media. You also discovered that most advertising is designed to convey an image rather than give precise information about a product. In Lesson 2, to continue your exploration of the power of advertising, you read a comic strip and a satirical essay. Both of these texts use irony to convey the message of how advertising influences people. As well, both texts illustrate the impact of advertising on popular culture. In Lesson 3 you read a memoir that shows how people can be fooled by advertising.

As you worked through the lessons in this section you practised your critical-thinking skills by responding critically and personally to texts. You continued to add to your journal, your portfolio, and your vocabulary log. It is hoped that the material in this section will help you be more aware of the power of advertising and the role it plays in popular culture.

# Module Summary



Popular culture is a part of our society. It consists of lifestyle and items that are well known and accepted by the general population. In this module you explored the influence of the media in promoting popular culture, reflected on the need for heroes, and examined the power of advertising. In doing so, you accomplished the following:

- explored action-adventure genres
- examined stereotypes and clichés
- practised using semicolons
- learned how to write a movie review
- analyzed tabloid newspapers
- reflected on heroes and celebrities
- wrote a tribute to a personal hero
- investigated using inclusive language
- acquired strategies for conducting a successful interview
- analyzed advertising techniques
- created your own advertisement

You should now recognize the impact the media has on popular culture in general and on you in particular.

Go to page 7 of Assignment Booklet 6B and complete the Final Module Assignment.



